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# JUNIOR COLLEGE JOURNAL

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Vol. III

No. 1



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# THE JUNIOR COLLEGE JOURNAL

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# THE JUNIOR COLLEGE JOURNAL

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# THE JUNIOR COLLEGE JOURNAL

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## A Suggested Basis for a New Standard

[EDITORIAL]

The standard for junior colleges with reference to class size, as set up by most of the accrediting agencies, has been seriously questioned and frequently modified in recent years. The statement that classes of over twenty-five or thirty students, except in lectures, "endanger educational efficiency" is being challenged more and more.

The American Association of Junior Colleges in 1929 changed the limit in its advisory standards from thirty to thirty-five, with special exceptions requiring smaller classes in the case of foreign languages and English composition. In 1930, the Association, in a further revision of its standards, temporarily omitted any reference to class size, pending more definite scientific information.

Numerous experiments in different parts of the country, notably those at the University of Minnesota, are causing thoughtful educators to doubt whether classes in excess of thirty in all subjects under all circumstances do necessarily endanger educational efficiency. While the Minnesota experiments are by no means conclusive, and have suffered somewhat by being reported in many instances without the limitations and restrictions which are so carefully stated as qualifying factors in the original reports of

them, yet they contain material for serious consideration.

The glory of the junior college now, and probably for another quarter of a century, if not longer, is that it is an experimental institution. Standards which unnecessarily restrict its growth and which tend to prevent desirable experimentation are to be deplored. On the other hand it should not be overlooked that reasonable standards have been a powerful factor in the improvement of many junior colleges and probably will continue to be for some time. Certain minimum standards should be maintained, but they should have stimulating flexibility. Increasingly the junior college will be judged by its product, not by its machinery.

There is danger, however, in going to the other extreme and removing all limits, as was done recently by the North Central Association when it voted to abandon this particular standard entirely. This danger was vigorously presented by the dean of the largest junior college in the country in the June number of the *Journal of Higher Education* under the striking caption, "Shall the Sky Be the Limit?" In this article Dean Hancock shows the grave peril to efficiency and morale if undue economic pressure is brought



by taxpayers and boards of control when all limitations upon class size are removed.

What is needed at the present time, it would seem, is some restriction which will permit the administrator flexibility but will at the same time prevent the excessive teaching load, with the resulting disastrous destruction of nerve energy and lack of individual pupil-instructor contact which Mr. Hancock found at Crane Junior College under former conditions and which he fears will recur with the removal of all restrictions.

A competent administrator should be free to adapt class size to varying conditions, subjects, methods, and personalities in his institution. Could not this be accomplished by a standard which would specify the maximum ratio of students to instructors? A ratio of ten students per instructor has been suggested as desirable for four-year colleges and universities by several careful students of college administration. A study of the practice in almost two hundred of the best American colleges showed median ratios for groups of institutions of various sizes from ten to one to twelve to one. Only a few individual institutions exceeded a ratio of fifteen to one.

Should the same ratio be adopted for junior colleges? Probably not, since it also includes provision for upper-division specialization and part-time research on the part of many university professors. The principle, however, could well be adopted. In the two states having the largest junior college enrollments in the country, the ratio of students to faculty is actually twenty to one and twenty-one to

one. Standards now under consideration for adoption in one of the larger states propose that there shall be at least one full-time instructor, or the equivalent, for each twenty students in average daily attendance the previous year.

The actual numerical ratio used might easily be changed after further study, experiment, and judgment of administrators. The principle suggested, however, would seem to be a distinct improvement over restrictions in terms of class size, would permit flexibility for experimentation, and at the same time would form an alternative protective bulwark against the evident dangers when only the sky is the limit.

If junior college standards stifle and cramp experimentation and reasonable freedom, they are a curse; if they are abolished entirely, they are likely to produce greater dangers than they remove; if they permit flexibility and encourage experiment, they will be a stimulating blessing.

WALTER CROSBY EELLS

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When junior college management looks upward to the university to discover its functions, its point of view, its procedures, and its social philosophy, it creates the largest possible gap between itself and the community high school, whereas it ought to be looking outward upon the community and its life to discover how all its unselected and different kinds of students may be educated to intelligent co-operation and useful membership in society. —*Carnegie Report on State Higher Education in California.*

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## Library Instruction in Junior Colleges

ZONA PEEK\*

Some one has said that "no soul, be it child, or youth, or age, will fully unlock its own kingdom until it has turned the key of books in the lock. Beyond the swing of that door lies the whole world. Beyond the door of that kingdom of a human soul lies adventure." The students whom I have had the pleasure of instructing in the use of books and libraries have usually conveyed to me the impression that they were experiencing a real adventure.

Our subject is: "Library Instruction in the Junior Colleges of the Southern Association." As I have interpreted it, this does not mean teaching Library Science to students who wish to become librarians, but instructing our mass of students in the use of books and libraries for their own personal advantage. The subject limits the discussion to a comparatively small group of colleges, but the teaching of the use of books and libraries is not limited to any group. It is hoped that any digressions made may tend to increase the value of the discussion. Twenty-nine junior colleges are members of the Association of Colleges and Secondary Schools of the Southern States. In the territory of this Association there are 154 junior colleges, and the number in the entire United States is 469. It will

take the co-operation of all of these and of all other schools and colleges to carry out, successfully, a program of this kind.

### PRACTICE IN DIFFERENT COLLEGES

In order to learn what is being done by way of instructing students in the use of books and libraries in the twenty-nine designated colleges, a questionnaire was sent to the librarian of each one. Of the twenty-four colleges from which replies were received, fifteen are giving library instruction.

In Virginia Intermont College at Bristol, Virginia, where the librarian has no assistance except student help, those who are to work in the library are organized into a class early in the fall; and this class of from twelve to twenty students meets with the librarian once a week until the course in *Find It Yourself*, by Scripture and Greer, is completed. Problems assigned are varied to conform to the reference collection of that library. In this college another brief course in the use of the library is required of all freshmen and is taught by the head of the English Department.

Nazareth Junior College at Nazareth, Kentucky, offers a course required of all sophomores. It is taught by the librarian, the class meeting once a week throughout the year. Each student is required to spend one hour each week either working in the library or preparing special assignments. No college credit is allowed for this course.

\* Librarian, Edinburg College, Edinburg, Texas. This paper was presented at the Junior College Round Table of the American Library Association, at New Orleans, Louisiana, April 27, 1932.

Averett College at Danville, Virginia, gives a course which requires three recitations per week throughout the school year. It is taught by the librarian, and either freshmen or sophomores may take it, but it is required of neither. Three hours of credit are allowed.

Ward-Belmont School at Nashville, Tennessee, requires all first-year students to take one lesson a week for eighteen weeks in learning to use the library. The Ward-Belmont librarian says of this course:

Since we have about 250 students in the first-year group, there are usually from ten to twelve sections. We meet once a week for a one-hour recitation, and very often the recitation is turned into a laboratory period in the library. The student is expected to spend at least two hours a week in outside preparation.

The work consists of lessons on the use of the card catalogue, encyclopedias, dictionaries, and general reference tools, with some practice in note-taking and the making of bibliographies. One semester-hour of credit is allowed for the completion of this course. The work done at Ward-Belmont is a very good example for the rest of us to follow, as every student in the freshman class has ample opportunity to learn how to use the library and has the recognition of one hour of credit for so doing.

In the other eleven colleges reporting library instruction, the lessons are taught, for the most part, by the English instructor with some assistance from the librarian. The number of recitation periods devoted to it in the different colleges varies from two at the beginning of

the fall term to an indefinite number given as the need arises throughout the year.

Of the nine colleges reporting that they give no library instruction to college students at the present time, four stated that they expected to organize such courses in the near future, and the librarian of a fifth said that she had asked repeatedly to be allowed to do this kind of work, but had not yet been permitted to start it. Also, four out of the nine reported that they are teaching students in the high school how to use the library, and that this, in a large measure, takes care of it for the college, since most of their students come from the local high school.

Mrs. Baer, librarian of Marion Military Institute at Marion, Alabama, teaches the required course of twelve lessons to high-school students, and makes this course available to college students who have failed to get it in the high school. In speaking on "The Value of the Junior College Library," she says:

I think that the junior college has a marvelous opportunity for service. It bridges the terrible gap between the high school and the university—the one using a textbook method, largely, and the other relying, to a great extent, on the library. For this reason it is the duty of the faculty and the librarian of the junior college to plan skillfully and carefully so that the student, during the two years' stay, will have become at home in the library and thus eliminate the "lost" feeling which the average university freshman has. In addition, the junior college is, so far as my observation goes, more or less limited in numbers, and the personal interest and individual attention which each student receives are an important factor in his development.



#### INFORMATION FROM STUDENTS

In connection with the preparation of this paper, a survey was made of one hundred college freshmen in a junior college which is not a member of the Southern Association but is located in a Southern state, to learn what library instruction these students had received before entering college. This group represents schools of various types in twenty-two states and Canada. It was found that seventy of them had been instructed in the use of books through organized classwork varying in amount from one to forty-five lessons. About two-thirds of this number reported five or more lessons. To the question, "Do you think you could do better work in your college courses if you had some additional instruction in the use of books and libraries?" eighty-five answered "Yes." Of the fifteen who answered "No," a number are of the type (and every college has it) who would lie on "flowery beds of ease" and have the wisdom of the world poured out to them, were it possible.

#### PRACTICE OF TEACHERS

Another survey was made of the teachers in a public school system, to find what instruction is being given by individual teachers who are not required to teach the use of books and libraries. The questionnaire was sent to all of the teachers in one elementary, one junior high, and one senior high school. Of the forty teachers in these three schools, thirty-one said that they made special efforts to teach students how to make the best use of reference books. To the question, "Do you think it would be a wise plan to include library instruction in the

school curriculum?" thirty-eight answered "Yes." The majority of them thought it should be included in the English or in the Social Studies course.

#### HIGH-SCHOOL RELATIONS

The junior college is so intimately associated with the high school, often to the extent that the same buildings and library are used by both, that it is not an easy matter to consider one without the other. If we, as librarians in the junior colleges, would encourage the introduction of library instruction into the high schools in our communities (and I believe it should start in the elementary school), our college freshmen would come to us with at least enough information to know that the card catalogue cannot be checked out at the loan desk.

The "New Standards for Libraries in the High Schools Accredited by the Association of Colleges and Secondary Schools of the Southern States" include the requirement that a course of at least twelve lessons in the use of the library be given in all of these schools. In 1930, Dr. Doak S. Campbell, of George Peabody College for Teachers, made a survey of the high schools in the South, the purpose of which was "to determine the status of libraries in the high schools that are accredited by the Association, with specific reference to the new library standards." The results were quite disturbing. It was found that only 6.6 per cent of the 922 schools reporting were, at that time, giving library instruction. Some improvements have since been made in these schools, but many others yet remain to be made, and I believe that the junior college librarian is

in a position to help a great deal in making them. If, through a new set of standards, or some other means, the work done in the two groups of schools can be co-ordinated and unnecessary duplication eliminated, much better results may be attained. Until library instruction in the high school is put on a uniform basis and carried on as a definite part of the regular curriculum work in all schools, we shall find it necessary to give our college freshmen a rather thorough introduction to the library.

Since a number of our junior colleges in this territory employ only one person who has studied Library Science, it will doubtless be necessary for such colleges to give their library instruction through the English and Social Science departments with whatever suggestions and assistance the librarian can find time to give. Many students will find out about reference books on their own initiative, once their curiosity is aroused.

#### PUBLICITY MATERIAL

We have not yet had enough publicity along this line to make the subject popular with all of our school heads. However, during the last decade, several books have been published and numerous magazine articles have appeared in our library and educational journals. The H. W. Wilson Company is one of our great boons, not only because of the books it has published on the subject but also on account of the *Wilson Bulletin*, which it issues free for librarians. In 1930 this company published the book *Teaching the Use of the Library*, by May Ingles and Anna McCague, which is intended as a manual to accompany

the *Library Key*, by Zaidee Brown. The combination of these two books forms an excellent foundation for a course of library instruction for students either of high-school or college age. The former includes a very complete annotated bibliography on "Teaching the Use of Books and Libraries," and the latter has a reprint in the Appendix of *Find It Yourself*, by Scripture and Greer. I believe every junior college librarian would do well to own copies of these two books.

Beginning with the January 1, 1932, issue of the *Library Journal*, we have a series of articles prepared by the librarians of the Cleveland schools telling us of some of the most up-to-date methods of library instruction used in that school system.

Freshman English textbooks, with chapters on library instruction, are beginning to appear. A new one worthy of mention is *Freshman Rhetoric and Practice Book*, by Jefferson, Peckham, and Wilson.<sup>1</sup>

We must admit that the South is behind every other section of the country in its library development, and this is especially true of the high-school and junior college library. However, we should not allow this condition to discourage us, since we know that we are on the upward climb; and although it must be made step by step, we have one great consolation—our work will be very much more interesting and gratifying while we are climbing than it can possibly be after we reach the top. We need, often, to remind ourselves of the old proverb: "Rome was not built in a day."

<sup>1</sup> Doubleday, Doran & Company, 1931, \$2.00.

CONCLUSIONS SUMMARIZED

When we consider all of the facts touched upon in this paper, we reach the following conclusions:

1. That more instruction in the use of books and libraries than is now being given in the average school of the South should be given in both the high school and the college.

2. That the interest expressed by librarians, students, and teachers would indicate that we are ready to make rapid progress in this work.

3. That the junior college librarian may render a real service to her community by doing all that she can to assist the high school to meet its standards at the earliest possible date.

4. That the library instruction given in the high school and in the college needs to be co-ordinated in order to avoid duplication.

5. That the librarian and the instructor, in many instances, must co-operate in teaching the course, since the task is too great for either to accomplish alone.

6. That the next step to be taken is to do all that we can to have the subject included in the school curriculum. It is suggested that the course be called "Library Instruction," that it carry no credit, but that it be a prerequisite to final credit in all other courses of the school or college concerned.<sup>2</sup>

JUNIOR COLLEGE INFLUENCE

A second factor affecting the future of the college is the growth of other types of institutions of higher

<sup>2</sup> This suggestion was made by Dr. George P. Butler, secretary of the Standing Committee on Junior Colleges of the South.

learning. Two that are of comparatively recent development have a distinct bearing on the case—the junior college and the teachers college. Particularly as public funds are made available for the support of these newer types of institutions, the church-related college of liberal arts finds itself faced by a new competition. In a similar category may be placed the development of strong professional schools that base their entrance requirements on something less than the traditional four years of undergraduate work. It is this competition with the junior college from below, and with the graduate and professional schools from above, accompanied by a challenge from the teachers colleges now placed upon a new academic level, that has led to many of the dire prophecies regarding the ultimate extinction of the college of liberal arts. There is every evidence that these factors will have a marked effect. Some of the weaker four-year colleges will become junior colleges; others will close. The stronger ones will add a fifth year of work and offer the Master's degree in competition with the graduate schools of universities. These are not prophecies, but simply the record of that which is actually happening today.—From *The Liberal Arts College* (F. W. Reeves, *et al.*), Chicago, 1932, p. 676.

The practice of granting the title of Associate in Arts has sufficient precedent for its extension. In 1928, twenty-two American public junior colleges and fifty private junior colleges awarded this title or degree. The title has been in use since 1921.—*Carnegie Report on State Higher Education in California*.



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## Scientific Apparatus in the Junior College

CHESTER B. WILLIAMS\*

The "Standards of the American Association of Junior Colleges" state: "The laboratories shall be adequately equipped for individual work on the part of each student and an annual income shall be provided. It is recommended that the school with limited income be equipped for good work in one or two sciences and not attempt work in others."

While this, as a fundamental statement, is good, it leaves much to the judgment of the instructor who, while well grounded in the subject-matter to be offered, has not yet had experience in selecting apparatus adequate to the needs of a large student body or in preparing the specifications needed to secure that grade of apparatus which will give desired results for junior college work. Further, only long experience can insure that this apparatus, when so selected and procured, will provide a low cost per experiment due to the proper selection of items for the number of students to be handled in a section. There must be provided ample duplication apparatus in some instances, while in others only one piece of a kind is required. This may be termed "economical buying."

In this connection, the president of one of the leading junior colleges of California said, "Frankly, I did

not know what was required in this department, so I called in the best man of my acquaintance in this particular field and asked him to make for me a detailed list of apparatus and supplies based upon the outline of the work we expected to give, which would meet the approval of state authorities." This was done, and the result was a fine selection of apparatus, well balanced, flexible in answering requirements, and the cost per experiment possible of being carried on is very low. Hence, one can see that the judicious selection of apparatus is the important factor in low cost per experiment rather than the purchase of cheaply designed and poorly constructed pieces.

Only pieces should be bought that demonstrate clearly and bring out fully the classical experiment to be performed; such pieces should be carefully designed by those familiar with the ends sought and then built with a view not only of considerate use in the laboratory but of misuse and even of abuse, which nearly all apparatus must withstand in the hands of the inexperienced student.

Possibly, a brief history of scientific apparatus in America and its manufacture may serve to illustrate the points made above.

The origin of a new piece of apparatus is somewhat as follows: The scientist or instructor, reasoning from existing data or once in a while from a "clear sky," so to speak, propounds a new theory or hypothesis. He is at once con-

\* Manager, Pacific Coast Office (Los Angeles) of Central Scientific Company, Chicago, Illinois.

fronted with the necessity or desirability of confirming this statement or theory by a physical demonstration or experiment. Hence, the need of a new piece of apparatus arises, and the mechanician is called upon to devise and construct a piece of apparatus that will accurately illustrate or demonstrate the principle involved. In other words, the mechanician must make metal breathe, i.e., become a living, continuing thing. If the theory proves to be well founded, as with the work in light of the late Dr. A. A. Michelson, we have the development of a marvelous new instrument like the Michelson interferometer, as built by the Gaertner Scientific Corporation. The good mechanician is as proud of his handicraft as the scientist is of the product of his brain, considering a piece of apparatus as "almost holy," inasmuch as it truly reveals the unknown. It has been said that Benjamin Franklin was one of the earliest American designers of scientific apparatus, as well as a scientist. It is said that, in addition to his many other avocations, he was a "purveyor of philosophical apparatus," operating a small shop in Philadelphia for the sale of instruments largely of his own make.

In the early day, the college and university were the only users of philosophical apparatus. Such apparatus was largely of the type now known as "demonstration apparatus," intricate in design, usually clumsy in execution, but sure to carry a world of gilt lacquer. Many of these pieces are yet to be seen in the museums of some of the older colleges. Nearly all such pieces were imported from Europe.

With the advent of the high

school, and still later on with the broadening of the scope of its curriculum, the demand for individual laboratory work became insistent. This opened a new field to the scientific apparatus industry, because the European apparatus was not adapted to the science textbooks and the new laboratory manuals offered to instructors, as exemplified by the work of Dr. R. A. Millikan in physics, McPherson & Henderson in chemistry, and others. Furthermore, the colleges were demanding a better grade of apparatus which would give more accurate results in the hands of students than any being produced at that time. Schools had either to import apparatus or to turn to the pieces used by industries for their supply of laboratory apparatus, as instanced by the use of Weston voltmeters and ammeters.

The larger colleges and universities gave employment to one or more mechanicians, building much of their own apparatus for general laboratory use as well as that for research purposes. This, in a way, was a boon to the smaller schools, because it whetted their appetites for the better pieces. Such a situation ultimately proved of great help to the legitimate manufacturer, willing to employ a corps of university trained men who could appreciate the models placed before them and had the ability to adapt the piece to modern demands. A part of their work consisted in improving the design to make possible quantity production, which must exist if the high school and the junior college are to enjoy low-cost apparatus of scientific design giving accuracy of high order.

In the meantime, the scientific

apparatus makers of the United States, recognizing the fact that the work being projected by the junior college faculties was not to be done with glorified high-school apparatus, began to design and build apparatus fully meeting the requirements of junior college instructors. This was especially true of such nationally known firms as Spencer Lens Company, Bausch and Lomb Optical Company, Central Scientific Company, and the Gaertner Scientific Corporation. In the field of chemical manufacture similar work was being done by the J. T. Baker Chemical Company, Eastman Kodak Company, National Aniline and Chemical Company, and others.

The impossibility of importing apparatus during the World War gave great impetus to the construction of new apparatus and to the development of chemicals, dyes, stains, and glassware suitable for these requirements. American manufacturers, today, excel both in superiority of design and in mechanical construction. Mass production has in most instances brought about reductions in price.

The apparatus required in each science department of the high school and junior college will be discussed briefly.

#### BIOLOGY

The equipment of this laboratory centers around the microscope equipment, the selection of the other apparatus being largely dependent thereon. Here, the American manufacturers have "done themselves proud," so to speak, because the highest type and the widest variety of microscopic equipment is to be obtained of American

make, suitable for and adapted to the use of students in American schools. The purchase of a requisite number (one for every student in a section) of compound microscopes carrying an oil immersion as well as 4- and 16-millimeter objectives, with complete substage equipment, meets the requirements of any work that may be given in junior college courses.

In addition to compound microscopes, the equipment list should include a small number of low-power, wide-field binoculars. It is desirable to have a sterilizer and an incubator, both electrically heated and easy of accurate regulation. The incubator should have a guaranteed accuracy of  $3^{\circ}$  and should be of ample size. Let a word of warning be given here: do not buy these items of too small size; enrollments always increase, as does the size of the sections using these pieces. The small incubator soon becomes inadequate, and the purchase of larger sizes becomes a necessity. Therefore, teachers should anticipate these requirements by buying too large a size, rather than try to save a few dollars in the initial outlay.

A supply of staining dishes and jars, petri dishes, reagent bottles, flasks and beakers of various sizes, should be procured, but a word of caution again—do not buy too much in the hope or expectation that you may need this or that. In other words, let your actually developed needs cause your buying later on. In the matter of aquaria, one may save a lot of trouble and expense, the general advice being, "Do not buy or install large fixed units. They are very expensive, costly to repair, and are not flexible." Further,



when vacation time comes a perplexing question arises, "What shall be done—keep them going or drain them?" With smaller units, there is much less expense per unit, and they can be moved from place to place in the laboratory or cleaned out and used for other purposes. Wherever possible, use all-glass containers of one- to three-gallon capacity, cylindrical in form because they are cheaper. The rectangular form may be obtained, if preferred, and presents a better appearance.

In the purchase of charts and models, "go slow"; let your courses develop your desire. Secure such standard pieces as are well known to all instructors; but wait, particularly for expensive models, skeletons, etc., until you are certain of your needs.

#### CHEMISTRY

The chemistry instructor, in making up his list, follows very closely the equipment of the industrial laboratory. Again, the American manufacturer has met the demands of the junior college by producing practically everything needed in the laboratory at a low cost and of high degree of quality. The balance room is of particular interest here. For general use, an American-made balance carrying 200 grams in each pan and having a sensitivity of 1/10 milligram meets all the needs of a junior college student for his analytical work at a price of about \$60 each. Where funds are sufficient, the purchase of one semi-automatic or Chainomatic balance of a higher degree of accuracy may be recommended. Here again, economy may be practiced without detriment to the courses by refraining from the

purchase of expensive electrical heating equipment, such as furnaces, etc.

An item of expense, and yet a necessity, is an adequate supply of platinum ware, which should include one or two 20-cc. platinum crucibles with covers; one 100-cc. platinum dish; and a pair of platinum electrodes, anode and cathode, weighing about 11 grams each. A Hyvac pump with motor giving a vacuum of 0.0004 millimeter is a needed addition to the equipment, as is a chemical microscope and an L. & N. student form potentiometer; a barometer reading to 1/10 millimeter is desirable; a spectroscope, preferably of the grating type, is a necessity. While a reasonable amount of inorganic chemicals of American make should be on hand, the list should conform closely to that needed in the laboratory manual to be followed. In the initial order of inorganic chemicals and mineral acids, only standard items should be placed in stock and then in reasonably small amounts because, today, additions can be made from laboratory supply houses in short time, if necessity arises.

#### PHYSICS

The selection of apparatus for the physical laboratory is a problem much more complicated, because of the ever varying, changing nature of the science itself. Yesterday, the ponderous, yet delicate, Atwood's machine was *au fait*. No laboratory was complete without one. Today, it is replaced by an electric recording device, simple in design, rapid in manipulation, capable of a high degree of accuracy, at one-third the price of the historical piece.

Physical apparatus divides itself into two clear-cut divisions: that required or desired for demonstration purposes, and that for laboratory use. With regard to the first, no limit can be established. A good policy, therefore, is to buy a few well-known pieces, adding each semester or year a few additional well-selected pieces of standard make. In a general way, an amount of from one to two thousand dollars should be sufficient to start a good selection of demonstration apparatus. Equipment valued at from five hundred to one thousand dollars per year should be added. No duplicates need be bought, and when once installed demonstration apparatus is good for a generation at least. In the equipment of the student laboratory, the guiding factor will be the laboratory manual to be used, and careful consideration should be given to the selection of this manual. It is important that it be up to date in its content, presenting a sufficient number of experiments using topics of today rather than those of yesterday.

If the course is to be a terminal course, then each student, so far as is possible, should have individual access to each piece; hence, the equipment should be diversified, with ample duplication of the simpler forms of apparatus.

In the public junior college it has been found wise to provide sufficient duplication of apparatus for the major experiments so that two students may work at one experiment at the same time. There are two different methods of determining the amount of duplication of apparatus: the first is to have a sufficient number of each piece so that each group may work on the

same experiment at the same time. This method is more nearly ideal but has its objections. The other method is to alternate, or rather rotate, the experiments and procure single pieces, especially of the more expensive types. The duplication of apparatus, however, is advised by some of the best instructors, inasmuch as it not only saves the instructor's time and strength but is a saving to the student of time and stimulates discussion of the going topic among themselves, where all are engaged on the same experiment at the same hour.

A very complete equipment of apparatus for lower-division work to accommodate a class of ten students can be procured for from \$3,500 to \$5,000. Again, a conservative policy of not buying too much apparatus on the initial order is a wise one.

In conclusion, it may be said that there should be at all times a cordial and personal contact between the instructor and the maker of apparatus. It is good for all three groups involved: the maker of the apparatus, the instructor, but most of all for the student who is to use the apparatus. The supreme test and criterion by which apparatus must be judged is, does it give sufficiently accurate results to satisfy the inquiring mind of the student? Do the results obtained compare favorably with established data? Finally, do the design and construction meet the exacting test of prolonged use, yes, even of abuse, received in the laboratory? Good apparatus can never be "cheap," because the quantity made, while seemingly large, is not sufficient to permit of mass methods of quantity production in the modern acceptance of the word.

# The Student Body in Public Junior Colleges

ALFRED CHRISTENSEN\*

This paper contains an analysis of two features, sex distribution and curricular distribution, for students in a group of seventy-three representative junior colleges.<sup>1</sup>

## SEX DISTRIBUTION

The percentage of men in the student bodies of these representative institutions varies considerably more than does the percentage of boys that is usually found in high schools. Data are shown in Table I. Public junior colleges have a greater percentage of men enrolled than do the high schools of the same cities, the median percentages being 54.5 and 48.3, respectively.

The causes for this seeming excess of men in the junior college would be an interesting subject for further study. Is it because eco-

TABLE I

DISTRIBUTION OF SEVENTY-THREE PUBLIC JUNIOR COLLEGES ACCORDING TO THE PERCENTAGE OF MEN ENROLLED

Percentage Men	Number of Colleges
30-34 .....	2
35-38 .....	3
40-41 .....	2
42-43 .....	2
44-45 .....	3
46-47 .....	9
48-49 .....	6
50-51 .....	3
52-53 .....	4
54-55 .....	9
56-57 .....	9
58-59 .....	3
60-64 .....	8
65-69 .....	5
70-74 .....	4
75-100 .....	1

Median percentage of men.....54.5

nomic or vocational conditions make it necessary for a greater percentage of men to stay at home? Do parents feel that they should not send their sons away from home at heavy expense, while the expense of sending their daughters away is taken more as a matter of course? Is it because the junior college may be offering work that is more attractive or suitable to the men than to the women? Is there an attitude among women which makes junior college undesirable? The junior college administrator would be interested in having the answers to these questions at his disposal.

The tendency for the enrollment of the junior college to contain a greater percentage of men than the

\* District Superintendent, Crockett, California.

<sup>1</sup> The data upon which this article is based were gathered by interviews and by questionnaires. Interviews were arranged by the author, while a student at Northwestern University, for the months of April and May 1931 with the chief administrative officials of eighteen public junior colleges, five of which were located in Illinois, three in Kansas, three in Iowa, four in Michigan, and one each in Missouri, Oklahoma, and Texas. Upon completion of the interviews a questionnaire covering the essential points of the study was mailed to the remaining public junior colleges in the United States listed in the 1930 *Junior College Directory*, 127 in number. Sixty-one usable replies were received, making the total percentage of response 54.4, including the interview colleges.

high school is further illustrated in Table II, which gives the difference between the percentage of men in the junior college and that of boys in the high school for thirty-seven public junior colleges which supplied this information. In this table a "plus" difference means a propor-

TABLE II

DIFFERENCE BETWEEN THE PERCENTAGE OF MEN IN THE JUNIOR COLLEGE AND PERCENTAGE OF BOYS IN THE HIGH SCHOOLS OF THE SAME CITY IN THIRTY-SEVEN CITIES

Difference	Number of Colleges
+20 or more .....	1
+17 to +19 .....	3
+14 to +16 .....	1
+11 to +13 .....	5
+ 8 to +10 .....	2
+ 5 to + 7 .....	3
+ 2 to + 4 .....	4
+ 1 to - 1 .....	8
- 2 to - 4 .....	4
- 5 to - 6 .....	1
- 8 to -10 .....	3
-11 to -13 .....	2
Median .....	+2.25%

tionately greater percentage of men in the junior college, while a "minus" difference indicates that the percentage of men in the junior college is less than the percentage of boys in the high schools of the same city or district.

In the case of nineteen colleges there was a "plus" difference, or a greater percentage of men in the college than in the high-school enrollment. In eight colleges the difference was 1 per cent or less in either direction, while in ten colleges there was a "minus" difference of 2 per cent or more, indicating a smaller percentage of men in the junior college than in the high school of the same city.

One college reported 20 per cent more men in the college than in the high school of the same district. There were three colleges in which the percentage of men in the college exceeded the percentage of boys in the high school by from 17 to 19 per cent. In ten cases, on the other hand, there was a smaller percentage of men in the junior college than in the high school, this difference being as great as 13 per cent in one case. Here, too, topics for further study are indicated. What are the characteristic differences, if any, between colleges having more men and those having more women? Is there some direct connection between the nature of the curriculum and the percentage of men in the enrollment? Is this difference explainable in terms of community conditions or other factors external to the college?

#### CURRICULAR DISTRIBUTION

Data bearing upon the curricular distribution of the student body were difficult to obtain. Some colleges had never tabulated this material, and the investigator could find no convenient records from which the data could be secured. In addition to the difficulties encountered in some of the interview colleges, quite a number of questionnaires were returned without data. When all the returns had been tabulated it was found that satisfactory data were available for 14,965 students.

The information secured is summarized in Table III. As is to be expected, the liberal arts curriculum enrolls the greater number in the college preparatory division, with 34.4 per cent in this curriculum. It is surprising, however, to



see engineering second with 9.4 per cent of the students, and pre-medical and pre-legal curricula with 5.7 and 6.3 per cent of the enrollment, respectively. The numbers

commerce, it would be well for guidance officers and junior college administrators to stress these curricula, especially for their terminal students.

TABLE III

## CURRICULAR DISTRIBUTION OF 14,956 STUDENTS IN PUBLIC JUNIOR COLLEGES

Curriculum	Numbers Enrolled			Percentage Enrollment*		
	Total	Prepara- tory	Ter- minal	Total	Prepara- tory	Ter- minal
Liberal arts .....	5,796	5,161	635	38.6	34.4	4.2
Engineering .....	1,722	1,413	309	11.5	9.4	2.1
Teacher training .....	1,681	1,172	409	10.5	7.8	2.7
Commerce .....	1,259	934	325	8.4	6.2	2.2
Pre-legal .....	938	938	...	6.3	6.3	...
Pre-medical .....	854	854	...	5.7	5.7	...
Business administration .....	415	402	13	2.8	2.7	...
Science .....	330	330	...	3.4	3.4	...
Secretarial .....	301	6	295	2.0	...	2.0
Music .....	255	132	123	1.7	.9	.8
Nursing .....	179	36	143	1.2	...	1.0
Pre-dental .....	118	118	...	.8	.8	...
Home economics .....	108	86	22	.6	.5	...
Physical education .....	105	42	63	.7	.3	.4
Journalism .....	101	46	55	.7	.3	.4
Architecture .....	71	65	6	.4	.4	...
Agriculture .....	64	35	29	.4	...	...
Accounting .....	31	18	13	...	...	...
Pre-pharmacy .....	21	21	...	...	...	...
Art .....	8	2	6	...	...	...
Miscellaneous .....	660	54	606	4.0	...	4.0
Totals .....	14,956	11,905	3,051	100.0	80.0	20.0

\* Percentages less than 0.4 not shown.

enrolled in these curricula are far greater than are needed and point to the desirability of more intelligent and adequate curricular and life guidance. The enrollment in teacher-training courses would seem also to be an excessive number, with 10.5 per cent of the students found therein. It is encouraging to see a strong representation in the various curricula relating to business and commerce. If follow-up studies of junior college students bear out the common opinion that many students from other curricula eventually find their way into the fields of business and

The junior college has been and is primarily a preparatory institution. Eighty per cent of the students are enrolled in the preparatory curricula. Based upon the number of junior college graduates who do not continue beyond the junior college, approximately fifty per cent of the program should be terminal. In theory, the junior college is a democratic institution which provides preparation for higher training in college or university, and terminal education, both vocational and cultural, suitable to the junior college level. Just how little of the latter is being done is evident from

a consideration of Table III. Only five terminal curricula have any appreciable enrollment—liberal arts, teacher training, commerce, engineering, and secretarial.

#### CONCLUSIONS

When the relative number of men and women in the junior college is examined and compared with the percentage of boys and girls in the high schools of the same city, wide variation is found but with relatively greater numbers of men enrolled in the junior college. The fact that curricular distribution does not seem to correspond with future needs of the students may be a cause for the variations found. When the junior college curriculum becomes as well adjusted to student needs as the high-school curriculum now is, it is to be expected that the junior college as a democratic extension of secondary education will show approximately the same proportions of the sexes now shown throughout the country in the high schools. The present curricular distribution of junior college students indicates a need for better planned curricula, a modified offering, and intelligent and systematic guidance based upon follow-up studies and social demand.

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Merely to call an institution a junior college . . . does not make it one. To establish such an institution without adequate staff, libraries, laboratories, and other facilities, and to hope that it will operate effectively is a waste of tax moneys. It amounts to self-deception.—*Carnegie Report on State Higher Education in California.*

#### EFFECT ON FOUR-YEAR COLLEGES

Junior colleges are beginning to be an important factor in higher education in the territories served by several of the institutions included in this study. During the course of the survey visits the question was frequently raised as to the probable ultimate effect of the junior college movement upon the service of the four-year college of liberal arts. It now seems clear that the strong and well-administered colleges of liberal arts have nothing to fear from the competition of the junior college, although a few of the weaker four-year colleges in this group may ultimately find it desirable to become public or interdenominational junior colleges. While the development of the public junior colleges in neighboring centers of population has at some of these colleges resulted in temporary decreases in the enrollments of the freshman and sophomore years, when the situation once becomes established this loss is more than made up by the additional enrollments in the junior and senior years. Thus the final result of the junior college development seems to be an improvement rather than a deterioration in the service of the four-year college. The situation is perhaps best illustrated in California, where the junior college movement has reached its most extensive development. The College of the Pacific, which is located so as to feel the full effect of the junior college competition, finds that it has larger enrollments in the two upper years than in the lower division, and has also a rather large postgraduate student body.—From *The Liberal Arts College* (F. W. Reeves, et al.).

## What May Happen to Four-Year Colleges

WILBUR F. MURRA\*

One of the first results of the junior college movement, and a part of it, was the tendency for many of the weaker private colleges, which had with difficulty been attempting to offer four years of college work, to contract their scope and declare themselves junior colleges. Some, unable to meet the expense, much less the standards, of a four-year college took this step of necessity, somewhat hesitatingly, hoping to be able to gather strength and at some future date return to full college stature. Of these, however, many are now glad to be part of the junior college movement, for now they are assured of receiving official recognition not otherwise obtainable. The contraction of the weaker liberal arts colleges into private junior colleges has proved a practicable and not unpopular step. The United States Commissioner of Education openly urged it in 1912. McDowell,<sup>1</sup> in reporting that sixty-six private junior colleges had been organized prior to 1919, commented: "Officials of small colleges are desirous of having their respective schools become honest institutions by claim-

ing to do only that which they can do well."

This movement has continued and is still in progress. Moreover, it can be expected that similar transitions will continue; there are yet far too many weak liberal arts colleges in the field trying to keep up their four-year curricula. One recent writer<sup>2</sup> says: "Many four-year colleges at the present time will come to see the light and will be satisfied to go on a two-year basis, preferring to be a good junior college to a poor university."

Moreover, there are grave fears in some quarters that new junior colleges will rob existing small colleges of their students and force them to discontinue. In view of the traditions, location, and endowments of most of our independent liberal arts colleges, it hardly seems possible that they will ever be thus forced out of business. Such has certainly not been the tendency to date. Whatever colleges have been forced to discontinue in the past decade, it is doubtful if any one of them could trace its failure to competition from the junior college. In all probability, if these schools were too weak to maintain enrollments, higher education is probably better off without such weak sisters. The strong colleges have nothing to fear.

It would, of course, be unreasonable to claim that, if it were not for our junior colleges today, some of their 75,000 students would not be underclassmen in our liberal arts colleges. But statistics do not show

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<sup>1</sup> F. M. McDowell, *The Junior College* (U.S. Bureau of Education Bulletin No. 35, 1919), p. 34.

<sup>2</sup> W. J. Freed, *A Study of the Salaries and Teaching Loads in Denominational Four-Year Colleges and Private Junior Colleges in the United States* (Tacoma, Washington, 1929), p. 25.

marked decreases in the enrollments for four-year colleges, despite the recent gains of the junior colleges. Perhaps the rate of increase in the older colleges has been checked, as seems to be the case in some instances, and partial cause for this can be attributed to the junior college.

What the junior college has done is not so much to compete with existing colleges for their students as to supplement them by extending higher education to thousands who would not otherwise have been reached. Thus, it has been a great factor in further democratizing higher education. This is a primary function of the junior college, and, in so far as its effects upon the four-year college are real, they can be shown to be boons rather than detriments. The very fact that the junior college has checked the hitherto rapid increase of four-year college enrollments is considered a blessing by most of them, especially the larger ones, which were suffering from an excess of applications for the freshman year.

The junior college will draw off from the present four-year colleges and universities many of their present "transients," such as: (1) the pre-professional students, who look upon their necessary two years in an arts college as just so many prerequisites, all the time fixing their interests on professional aims and not on the aims or the method of the liberal arts curriculum; (2) the "finishers," who plan on only two years of college work in preparation for a semiprofessional calling: these are the students who used to enter the arts college with no intention of completing the work there—they will be attracted by the

terminal courses of the junior colleges; (3) the "undecided"—those who come and go—whose resources or temperaments make them uncertainties; they will attend the more accessible junior colleges, and doubtless many of them, having completed their first two years there, will transfer to four-year colleges for completion of their work and the Baccalaureate degree. In view of the obvious fact that many more students will undertake college work through the medium of the junior college than would otherwise have been the case, it is quite conceivable that this new agency will actually aid in increasing the total number who will graduate from four-year colleges.

In relieving the four-year colleges of these groups of students, the junior college will render them a distinct service. Thus, the four-year arts college will be left to deal more completely with those for whom it is chiefly intended.

As a consequence of the foregoing tendencies, the liberal arts college will find that the junior college has tended to equalize the enrollments in its four classes. As it is now, the size of the freshman and sophomore classes is greatly out of proportion to the upper classes. The junior college will reduce the bulk of the lower levels and also contribute its graduates to the junior and senior years. This will then allow the four-year college to place more proportionate emphasis on its advanced, senior college work.

In short, we conclude that the general effect of the junior college upon the established four-year liberal arts college will be to serve as a beneficent supplement rather than a menacing detriment.



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## Three Years of New Type College Training

ROBERT E. HARRIS\*

In an article entitled "The Real Purpose of the Junior College," which appeared in the *Junior College Journal* of November 1930, Dr. William H. Snyder, director of Los Angeles Junior College, stressed the fact that the institution had been founded for "the non-academically minded." Toward an effective application and realization of this educational philosophy — which some have called a blending of Deweyism, pragmatism, and progressive education—the major energies of finance and pedagogy in the Los Angeles institution have been devoted for three years. Now that the school has embarked upon its fourth year of pioneering, there is, happily, evidence that the trail has been blazed.

The growth of a new idea, which always impinges slowly upon the public consciousness in a large community, is not fostered, of course, without striving and with-

out publicizing. The administration, the faculty, and the students of this new institution have worked diligently for three years to implant in the public mind that new sense of educational values out of which grew the need for a two-year semi-professional college in Los Angeles. By these efforts there has been a development, both qualitative and quantitative, of the underlying educational objectives of the school—vision and skill. During this period there has been the inevitable expansion and alteration, revision and re-definition, but no swerving from these twin aims. That they have proved the right aims for a large metropolitan junior college so situated is best attested by a review of statistics gathered over a period of six semesters of the college's existence.

### QUANTITATIVE DEVELOPMENT

Quantitative development, though obviously not in itself an adequate gauge of the success of this new type of college training, has been mushroom and to a certain extent unexpected. With an enrollment of 1,410 and a faculty of 54 in September 1929 (the opening date), Los Angeles Junior College had grown by January 1932 to an enrollment of 3,714 and a faculty of 153. The average daily attendance for the academic year 1931-32 was 3,552.09. The enrollment by semesters since organization has been as follows:

\* Chairman, Publications Department, Los Angeles Junior College, Los Angeles, California. This is the eighth in the series of articles on representative junior colleges. In each article the administrative head of the institution has been asked to solve in his own way the following problem: "An English-speaking educator from abroad knows nothing of the junior college but is anxious to learn as much of it as possible, in its various aspects, during a visit to the United States. Your institution has been suggested as a representative one for him to visit. Please state the features of greatest significance that you think he should observe in his visit to your college."

September 1929 (first semester).....	1,410
January 1930 (second semester).....	1,706
September 1930 (third semester).....	2,605
January 1931 (fourth semester).....	2,867
September 1931 (fifth semester).....	3,625
January 1932 (sixth semester).....	3,714

The number of new students registering each semester has likewise indicated the increasing popularity of the two-year college idea in Los Angeles. The following tabulation gives the new students entering each semester:

First semester .....	1,410
Second semester .....	678
Third semester .....	1,520
Fourth semester .....	903
Fifth semester .....	1,879
Sixth semester .....	1,228

The number of faculty members for each semester follows:

First semester .....	54
Second semester .....	74
Third semester .....	110
Fourth semester .....	121
Fifth semester .....	153
Sixth semester .....	153

#### INCREASES IN CURRICULA

The sixteen semiprofessional curricula inaugurated at the beginning of the third semester (academic year 1930-31) were soon increased by three new courses, and with the inception this year of the new curriculum for Peace Officers (a two-year course designed to prepare young men for city, county, state, and federal law-enforcement positions) the complete offering will total twenty separate and integrated two-year curricula.<sup>1</sup>

Enrollment in all of the semiprofessional groups as compared with the certificate or university-preparatory classes presents further factual substantiation of quantitative development. A study in April 1932 revealed that 76 per cent of

the student body, or 2,591 out of the 3,273 then enrolled, were in the terminal, or semiprofessional, courses.

Enrollment by courses in the semiprofessional curricula is summarized below.<sup>2</sup>

Accounting .....	75
Art .....	85 (2)
Banking .....	31
Civic Health .....	71 (5)
Drama .....	54 (2)
Electricity, Radio, and Sound .....	31
Engineering .....	326 (7)
General Business .....	258 (4)
Liberal Arts .....	173 (8)
Music .....	56 (1)
Newspaper (Journalism) .....	91 (1)
Nursing .....	87
Recreational Leadership .....	116 (3)
Registrar's Assistants .....	62 (2)
Secretarial .....	276 (14)
Social Arts .....	1 (4)
Transfer .....	497

<sup>1</sup> It is interesting to note that this is one of the first unified curricula to be established for peace officers in an American public institution. Prepared with the advice of prominent law-enforcement officials, notably August Vollmer, former Berkeley, California, chief of police and now professor of police administration at the University of Chicago, requirements for admission to the two-year course are novel. Applicants must be men of at least twenty-three years of age, with a minimum height of five feet nine inches and a minimum weight of 150 pounds. For each inch of height over the minimum, the applicant must weigh an additional five pounds. Upon completion of the course, the civil service examination must be passed, after which the student is placed on the eligible list. In addition to courses covering the humanities, students in the Peace Officers curriculum will be required to take specialized subjects such as Criminal Law, the Law of Evidence, Motor Vehicles Law, Criminal Procedure, Advanced Criminal Law, Abnormal Psychology, and First Aid.

A similar two-year course is being offered this year by the San Jose State College, San Jose, California.

<sup>2</sup> Numbers in parentheses indicate "certificate" students taking the specified semiprofessional course.

There has also been considerable quantitative development in the matter of equipment, now valued at \$325,000. A complete bacteriological laboratory, an experimental Little Theatre, a model publishing plant, a dental laboratory, electrical and sound-reproducing apparatus, an aeronautics laboratory with a wind tunnel, the latest and most modern business appliances, a model home for the use of social arts students, chemistry laboratories, and the beginnings of a geological museum, all have been provided during the past three years as a means of furthering the objectives of the semiprofessional curricula.

Thus it is apparent that here is a junior college which has grown, which has had facilities for growth, which has had favorable opportunities for expansion, but which has developed those opportunities by strenuous endeavor to popularize a new type of college training. Although this growth may have received current encouragement from recent economic changes, later events may prove that it has foreshadowed permanent social and economic mutation presaging a time not far distant when education will be assayed for values more intrinsic than those of the traditional college degree.<sup>3</sup>

#### QUALITATIVE DEVELOPMENT

Qualitative development, although it cannot be tabulated, is

<sup>3</sup> A graphic presentation of the semiprofessional curricula of Los Angeles Junior College has been prepared in *A New Type of College Training*, an illustrated symposium by members of the Los Angeles Junior College faculty (The Los Angeles Junior College Press, 1932), 48 pp.

nevertheless discernible in what might be termed a distillation of the fundamental educational philosophy. For, primarily, this junior college of the city of Los Angeles has sought to justify its existence chiefly in terms of increased educational opportunity for a large segment of the city's youth. Before September 1929 these "non-academically minded" young men and young women could expect no free public education beyond the senior year in high school. Semiannually a minority of their classmates were accredited to continue their education at four-year universities or colleges. The remainder found their formal schooling terminated and, until widespread unemployment decimated their ranks, they were usually found years later infiltrated into the small economic jobs of the community, there waiting to gain maturity of vision and skill.

At first, when Los Angeles Junior College opened its doors to them, these young people may not have understood and probably were not altogether eager to join the "non-academically minded." It is at once one of the virtues and one of the vices of American education that we pay no obeisance to an intellectual aristocracy. Several collegiate generations have contributed a growing faith among our people that higher education in the United States should be broadly democratic.

During this past decade, particularly, we have witnessed the spectacle of "Gigantism" embracing our colleges and universities. "We must be big!" they have cried; and the public has echoed, "Bigger!" From every farm and small town and metropolis, "the children of the

people" have been herded to these "shrines of learning." Regardless of individual psychology, of differences of interest, incentive, or intelligence quotient, more than 300,000 high-school graduates, and usually double that number of parents, are each September proclaiming the inviolability of a college degree.

Among the initiated, however, considerable skepticism is rampant. Sophomore, junior, and senior are now and then annoyed by little doubts and questionings and perhaps a fear or two that the fetish they have been taught to worship is false. On every hand, nowadays, one hears, "But what does it mean to have an A.B. degree?" Or, "Everybody has 'em." Certainly college students have of themselves begun a revaluation of higher education.

This self-searching is a good sign. It should not, however, be regarded as a revolt against the A.B. degree and the four-year institution. Constantly diminishing employment opportunity has brought about dissatisfaction and unrest among a college generation taught to revere the degree as the open-sesame to a good job. Students are thus beginning to lose faith in the utilitarian value of a piece of sheepskin. This is as it should be. For too many years society has perhaps unwittingly emphasized the intrinsic worth of a diploma.

#### MARKET VALUE OF A.B.

Today college-trained people must shift for themselves after graduation. Since the A.B. degree has lost its former market value, truck drivers and candy-counter clerks, machinists and policemen, have seen college graduates join

their ranks. Contributing to this condition has been the expansion in four-year institutions of schools of commerce, schools of education, schools of citizenship, schools of business, schools of janitorial engineering, schools of public relations—in short, schools of everything designed to provide the unsuspecting degree-seeker with a job-ticket in some semispecialized field.

Liberal education, on the other hand, will always be intrinsically worth while. Thus the phrase "non-academically minded" certainly casts no aspersion upon the student's aptitude for learning. As a matter of fact, whatever lack of enthusiasm the first contingent of Los Angeles Junior College students may have displayed toward an institution which insisted that they were not the sort to join the mad chase for an A.B. degree soon vanished. They discovered that, contrarily, an "academic" or "non-academic" mind did not define their receptiveness to education. It did, however, circumscribe the kind of education they were fitted for.

There has come a dawning realization, therefore, that there is a type of college training which may prove a more nourishing diet for thousands of young men and women who have not fared so well in the quest for a university diploma. The junior college has come forward as the prophet of a new deal for youth.

Los Angeles Junior College has become recognized as one of the leaders in this re-affirmation of an old educational faith. In three years it has become a large public institution where the success of students is measured in terms of



vision and skill. Although it must present a complete array of certificate courses in order to satisfy the school laws of the state, its major resources are concentrated upon developing a program of education as different from that of the usual four-year college or university as it is possible to work out without disregarding the tangible virtues of an established order.

Perhaps in the striving and aspiration that has gone into Los Angeles Junior College and its semiprofessional creed, there is much that is fallacious. Only time will uncover whatever faults there may be. The Board of Education, the administration, and the faculty have felt with Andrea del Sarto that "a man's reach should exceed his grasp, or what's a heaven for?" No effort or expense has been spared to build an institution which might be dedicated truly to public service. There is much work yet to be done, for who can now say what social, economic, and political forces are at work changing the balance between the kind of education the youth of America wants and the kind it should receive?

Los Angeles Junior College has tried to steer a course midway between this educational Scylla and Charybdis. For example, there has been every effort made to discourage the labeling of student groups as "engineers," "newspaper men," "highway experts," "actors," et cetera.

Therein lies one of the common pitfalls of this new type of college training. Since no two-year course offered at this or any other college is a sinecure of employment after graduation, and inasmuch as the

true aim of the Los Angeles Junior College educational program is a liberal, rather than a specialized, training, it behooves the junior college classes in their daily school life to avoid giving an impression that they represent a semispecialized trade institution or professional school. Unique though these twenty courses are, their intrinsic worth should be valued more highly than their extrinsic worth, their values in the development of vision and skill.

### VISION AND SKILL

Vision, it might be argued, should take first place. Vision can be used in mysterious ways its wonders to perform. Skill is restricted accomplishment. For those students, therefore, who are certain to continue in their chosen semiprofessions, skill is indispensable. For the others, vision has no substitute.

Director Snyder<sup>4</sup> has written:

We are convinced . . . that the semiprofessional curricula should not in any way become similar to those of the trade or vocational schools. If the junior colleges are to maintain themselves as collegiate institutions, they must develop in their students an orientation to the social, economic, and spiritual life of the age. This has always been the prime function of a college education and has been attained by a study of the liberal arts. Therefore these semiprofessional curricula must contain such subjects. Because of the limits of time, the academic studies offered in the junior college must be more exploratory and less intensive than those of the four-year college. This, however, is not as a rule disadvantageous to the semi-

<sup>4</sup> *A New Type of College Training*: Foreword by William Henry Snyder, director of Los Angeles Junior College.

professional student. . . . Those who desire detailed work should unquestionably arrange to pursue the curricula of the universities and four-year colleges.

Such a summing up of the chief educational aims should answer any questions as to the balance between vision and skill in Los Angeles Junior College. It is a balance, nevertheless, difficult to achieve. To acquaint today's youth with today's world, with today's social complexities, economic anxieties, spiritual uncertainties, political instabilities—in fine, to provide in two years of educational opportunity a panoramic presentation of the world in which every young man and woman must live, and live richly and advantageously, is little short of a herculean task.

There are many encouraging portents, however, that today's education is being re-tooled to shape tomorrow's needs. In many American colleges there is foment and an urge to strike out in new directions. Meiklejohn and Frank of Wisconsin, Hutchins of Chicago, Morgan of Antioch, Swain, Eells, and Proctor of Stanford, Wiersing and Toulton of Southern California, is to name only a few who have had the courage to proclaim the terminal junior college both as an idea and a fact and attempt to help it find itself.

For find itself it surely must. Los Angeles Junior College has cast its lot with the new trends in education. Since it has chosen to set out alone, independent of both the high school and the university, it has pledged itself to work out its own destiny. The college and its students are bound to one another by a strong mutuality of hopes and

aims. Together they must explore, and through exploration develop vision. And they must work together, also, and by work grow in skill.

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In an editorial on the advantages of the private junior college, the *Blue Ridge College Reflector* of New Windsor, Maryland, says:

The private junior colleges have greater freedom to conduct certain activities and experiments not possible in a school that must submit fully to state courses of study. In fact, the junior college must leave the traditional paths of higher education in giving just two years of the regular college course and enlarge its field to take care of students not fitted for the professions but needing a year or two special preparation in addition to their high-school training.

While the public junior colleges will increase very rapidly to meet the demands of an American educational democracy for universal college opportunities at public expense, the private junior college will maintain a permanent place in American education. The denominational junior college fills a genuine need; it is in many cases economically, educationally, and patriotically sound, and may be expected to endure for many years to come. With much diversity of character and belief among our people, there will always be many people who prefer the private to the public institution, and by their contributions make it possible for the junior college to continue and even enlarge its field of usefulness.

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The junior college teaches the student to swim in quieter college waters, before he attempts swimming in the university ocean.

—R. D. CHADWICK.

# An Experiment in Teaching Economics

WARREN WRIGHT\*

EDITORIAL NOTE.—One of the leading economists of the country, to whom this paper was submitted for evaluation in advance of publication, wrote: "I agree heartily with the point of view the author expresses. It seems to me that his experiments are worth reporting and should prove stimulating to others. I feel strongly that the teaching of economics is in need of a revolution."

The author himself, in submitting his paper, wrote: "I am inclosing a brief statement of some of our experiences, and more especially our ambitions, about our general economic classes in Central College. Our procedure is still tentative, so that later on I hope to write a more finished report of our progress in developing a course in economics which will break new ground, somewhat, and still retain the merits of orthodox teaching. My attention was called to the possibility of putting our experiences in print when reading the articles by Mr. Harold G. Shields, of the University of Chicago, which are appearing in your *Journal*."

One of my colleagues, an exponent of the "newer sociology," has often chided me on the relative ease of teaching economics as compared with the teaching of his own subject. His reason has always been that in economics there seem to be certain fundamental principles which need to be learned, and this process can be made the chief background for the general course in the subject. The economics instructor, like the teacher of "dead" languages, is supposed to be able, once his material is mastered, to teach on indefinitely with a minimum of mental effort and practically no alterations in procedure. Textbooks, for the most part, augment this tendency, for they set forth the same general "picture of principles" in slightly varying form and sequence.

## A PARROT AS ECONOMIST

So it has become habitual on the part of many people to regard econ-

omists and their ilk as men steeped in the lore of the traditional exponents of the ramifications of a few rather simple generalizations. Mark Twain once said that a parrot could be made to be an economist by teaching the bird to say, in answer to all questions, "Supply and demand." We might add, nowadays, that the parrot should also be able to say, like a true economist of well-known proportions, "Keep the government out of business, lest there be interference with the old law of supply and demand." And there, for most of us, the matter is allowed to rest. It would be a rare but invaluable thing for somebody to raise the question as to what the foregoing law really is. Few economists have as yet revealed the answer.

## PRESENT PRACTICE FAULTY

It is the practice, in many colleges, to build the general course in economics upon "learning" some "safe and sound" textbook, combined with surveys of current problem material gathered from period-

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icals and other secondary sources. The latter are designed to form illustrative background for the "laws" found in the texts. Whether they suit this purpose or not is hardly of great consequence, for most of the "laws" are so thinned out, so arbitrary and hypothetical in nature, that almost any incident from real life could be made to agree with them. Many illustrations of this could be given, but one will be sufficient. The student often reads and hears that continued application of a variable productive factor will ultimately cause production to reach a point beyond which the rate of output will lessen; but the "point" remains a figment of the imagination, and is visible only by means of arbitrary arithmetic figures on paper. Ordinarily no attempt is made to compare different industries, or different businesses within one industry, as to the manner in which this optimum point of productivity is reached. That is to say, the "law of diminishing productivity" is seldom anything more to the student than a theorem—unproved, untested, and badly illustrated.

In case the student finds the correlation between actual incident and "law" hard to see, the situation is often "clarified" by reversion to the assumptions of the text, with a demonstration following which shows that the trouble lies with the imperfect way in which real situations correspond to the ideal settings of the economist. How often have we heard it said that "in the long run the tendency we speak of will be bound to make itself apparent"? And the student is left wondering, if all native interest has not yet perished, when the end of

the "long run" is reached. Many actual cases have come to my attention where economics teachers have put off "bothersome" questions about pertinent issues with the weak excuse that economists are not concerned with the way in which laws of the science really work out, but are interested only in the theoretical discussion of them.

#### WHERE THE FAULT LIES

The fault lies with the method of approach. Instead of helping the student to rediscover what laws and principles are to be found in the economic behavior of men, the process is usually reversed. The eager learner is forced to memorize some rules and then is asked to look about for proofs of the infallibility of these rules. No wonder the ordinary teacher of economics so seldom says anything stimulating or worth while, or his students, either, at least while under the influence of the orthodox method of learning!

#### AIMS AT CENTRAL COLLEGE

The students who come to Central Y.M.C.A. College are of various types. Many of them are preparing for the legal profession. Others intend to enter commerce schools of Mid-Western universities. Some come to school to earn college credits, and expect to make up their minds as to their futures while in college. Many are pre-medical students, pre-dental students, and so on; but they seem to possess, according to the testimony of instructors who have been connected with the institution for a long period of time, these traits in common: a decided interest in "getting ahead"; an avid curiosity about things and ideals; and a great willingness to



labor long and earnestly at tasks set to them in the ordinary course of their work.

The College aims to give to all students, as far as is possible in a two- or three-year course, a liberal education. It aims to cultivate in the students such attitudes and moral qualities as will incline them to use their education to good ends, and attempts to furnish the students with a background of knowledge that will enable them to orientate themselves in the physical world and the social order. In the interests of correct social attitudes and sound moral character, it lays great stress upon social-mindedness, integrity, and moral and intellectual courage. In the classes, in student activities, in assemblies, and in personal relations with students, a definite attempt is made to develop these qualities. The method is always indirect, but is none the less deliberate. This task is fully shared by the entire faculty and administration.

#### ECONOMIC LIFE AS IT IS

It has been determined, therefore, that students in Central College shall be faced with economic life as it is. This does not mean we have relegated all economic theory to the limbo of forgotten days. On the contrary, we teach theory, but not as material believable in itself, nor apart from the normal setting of everyday business life. Our methods, still experimental, have been as follows:

In the first place, students in general economics are required to buy a textbook designed much after the order of the book which the Institutionalists will some day write. No adequate text of this type is

available as yet, but so far we have found that a two-volume work by five members of the economics staff of New York University, entitled *Economic Behavior*, is a start in the right direction. The most concise and least redundant parts of the book are marked out for study; other parts are indicated for reading only. Each chapter has many useful questions, some of which are taken up in class, while others are assigned for written work. The book contains no theory in the old sense; yet we find excellent discussions of value problems, overhead cost problems, differential pricing situations, and so on. The emphasis throughout, however, is upon descriptions of what actually takes place instead of generalizations based upon "other things being equal."

Secondly, "tasting" is indulged in by all. A reading list is compiled of the books most frequently used in general economics courses, and this list is then put into the hands of the students. The latter are encouraged to look for two or three ideas in each book, and are told that it is of little use to expect more than two or three good ideas in one volume. The most provocative and helpful sections of the books are assigned definitely, to save students from reading too aimlessly. The purpose is to help the reader develop a definite liking for economics literature, coupled with a wary attitude as to the real usefulness of much of it. In other words, the student is encouraged to read with an attitude of "friendly hostility." It will probably surprise many teachers who are still struggling to inculcate the "good old notions" that college students are often very

willing to mentally discipline themselves, once they are challenged to "dig" into the literature in the field. And if a theory is good at all, it will soon be rediscovered by many of the abler searchers, provided some aid is given by the instructor.

#### "CONCEPTS," AN AID TO EXPLORATION

This aid to the exploring student comes in the form of a list of "Concepts," which comprise the meaty part of the general course in economics. These idea-phrases or word-grams are arranged in some logical sequence, and each one is surrounded with questions and factual illustrations designed to bring out their full meaning clearly. Below are reproduced several of these Concepts to illustrate more definitely what is meant. It should be noted, however, that the kind and number of these Concepts are not definitely decided upon at any one time, but they are being constantly changed and developed as experience dictates. At present we are using twenty-five Concepts.

#### *Rent*

1. In some cases nearly the whole income of a business can be regarded as quasi-rent. Is this true?
2. Contract rent can be abolished, but economic rent, existing in the nature of things, must exist wherever there are investments on land which yield different unit returns.
3. Presence of inferior land lowers rental value of better lands. Is this so? If so, why?
4. What earnings of management are rent of ability?
5. What is good about the single-tax program? What is illogi-

cal about it? Would it be practicable?

#### *Surplus*

1. Kinds of economic surpluses. Account for their existence.
2. Tests which prove existence of surpluses.
3. What can be done with them? How?
4. Define "marginalism" in relation to economic surpluses.

To aid in the discovery of what these Concepts really epitomize, the students are urged to dissect many of the economics texts in the library. In this way conflicting ideas are brought into class, there to be threshed out in general discussion, until some agreement is reached as to what the various Concepts mean. From such mental struggles some generalized conclusions are bound to emerge. These conclusions may take the well-known forms of "the principle of least cost combination"; "the notion of decreasing returns"; "the marginal importance of some kinds of land"; or "the law of diminishing gratification." The liberating and absorbing part of such study is that there exists a constant pressure on instructor and students alike to evolve a more suitable explanation of human economic behavior than can be found in books. New ground is plowed. All this is against the background supplied by the institutional descriptions in the text, together with illustrative material brought in by students eager to prove their case.

#### RESULTS ARE ENCOURAGING

So far results have been encouraging. If the question of the day happens to be, "What is a right rate of interest?" many an-

swers come in, but they are carefully analyzed and boiled down to some temporary conclusion. Such agreed-on opinions are recorded, to be reviewed and revised at the end of the course.

We do not study "value" for a week and then drop it; this topic is part of every discussion, for the Concepts are so arranged as to constantly remind the student that pricing is an ever present problem. If we tentatively agree that economic profits form no part of the social costs of production, we are glad to learn from one of our group that many situations are known where prices are figured to include a pure profit margin, and then we proceed to revise our generalization. It may be only a definition that needs clarification; more often, however, we have to reconcile theory and actual business practice, and are forced to conclude that economic profits are not as abnormal as most writers assume. Or, again, we find ourselves unable to agree that value is regulated by either cost or utility, for one of us has found that the true functional relationship between price, supply, and demand has been well explained by Cassel.

The definite accomplishments of our general course in economics thus far seem to be: (1) students become familiar with the general make-up of industry and markets; (2) they come to read economics for pleasure and for profit, once they realize books are to be used, not revered; (3) they become cognizant of most of the so-called "principles" of economics, and, furthermore, they tend to refashion these "principles" to better suit their understanding and the times; and (4)

students and instructors alike share in the absorbing game of reconstructing an economic world wherein human beings again become masters of their own destinies. One is surprised to find how eagerly the ordinary student seeks for scientific guidance in this work.

#### ENROLLMENTS PER COURSE

In their study of higher education in California the Carnegie Foundation compiled information on the enrollments in seventeen types of courses in thirty-two of the public junior colleges in California in October 1931. The total number of students involved was 18,403, or an average of 575 per college. It was found that a total of 2,497 courses were offered in the thirty-two colleges, varying from 295 courses in the social sciences to 17 in agriculture. The average number of courses per college was 78; the average enrollment per course, 36. The number of enrollments in each field and percentage of the total was as follows:

	Number Enrolled	Percent- age of Total
Social sciences .....	16,729	18.7
English .....	16,086	18.0
Commerce and law.....	9,900	11.1
Modern languages .....	8,533	9.5
Physical sciences .....	8,160	9.1
Biological sciences .....	5,722	6.4
Music .....	5,503	6.2
Mathematics .....	4,512	5.0
Engineering .....	3,526	3.9
Art .....	3,397	3.8
Orientation .....	2,719	3.0
Philosophy .....	2,424	2.7
Social arts (home eco- nomics) .....	891	1.0
Civic health .....	472	0.5
Aviation .....	463	0.5
Ancient languages .....	237	0.3
Agriculture .....	216	0.2

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## "State Higher Education in California"

WALTER CROSBY EELLS

Recommendations of outstanding importance for better organization and control of public junior colleges, not only in California but throughout the country, are contained in *State Higher Education in California*, the statesmanlike report of the Carnegie Foundation for the Advancement of Teaching which was submitted to the Governor of California on June 24, 1932.

As a result of sharp differences of opinion in the California legislature in 1931 regarding the desirability of extending certain junior colleges and teachers' colleges into four-year regional colleges of liberal arts, the Governor was authorized to arrange for the services of "an educational research foundation of nation-wide scope" to "make a survey of the present system, plan of organization, and conduct of public education of higher than high-school grade in the State of California, and to make recommendations as to suitable future policy." In September 1931 the Carnegie Foundation was invited to make the study. The acceptance of this invitation was influenced very largely, according to a statement by the president, Dr. Henry Suzzallo, not so much by the possibilities of its immediate value to California but because of its ultimate potentialities for junior college and other higher educational organization and development throughout the country.

### PERSONNEL OF THE SURVEY

Dr. Suzzallo, president, and Howard J. Savage, secretary of the Foundation, took personal charge of the study in California, assisted by staff members and specially appointed staff associates of the Foundation. All the findings of the Foundation were submitted to an independent Commission of Seven, characterized by President Suzzallo as "educators of national standing, unconnected with the State of California, including men whose experience and scholarship cover every phase of the complex problems presented by the California situation." This Commission, all but one of whom spent considerable time in the state studying conditions at first hand, consisted of Samuel P. Capen, chancellor of the University of Buffalo, chairman; Lotus D. Coffman, president of the University of Minnesota; Charles H. Judd, dean of the School of Education of the University of Chicago; Orval R. Latham, president of Iowa State Teachers College; Albert B. Meredith, professor of education of New York University; James E. Russell, dean emeritus of Teachers College, Columbia University; and George F. Zook, president of the University of Akron.

### GENERAL RECOMMENDATIONS

The recommendations and discussion of principles made by this Commission of Seven constitute the

body of the report of the Carnegie Foundation. They are contained in a volume of 135 pages. Five major topics are considered: the functions of the educational system, boards for educational control, the organization of education, certification and education of teachers, and state finance and education. The central effort is to recommend a logical co-ordinated system of articulation, control, and support of "higher education" which is "used to mean publicly controlled education of higher than high-school grade, including the junior college."

The recommendations for unified state control are best summarized compactly in diagrammatic form (page 32). Major changes advised include transfer of the seven state teachers' colleges from the State Board of Education to the State Board of Regents, reorganization of the two boards of control, an appointive Commissioner of Education, and an advisory "State Council for Educational Planning." The latter body, skilfully planned with interlocking membership, is the "key to the improvement of the entire educational situation," as is shown in the final paragraph of the report:

The economical and efficient integration which the Commission has sought in all its deliberations depends upon the effectiveness with which the State Council for Educational Planning and Co-ordination is organized in the first instance and maintained thereafter in competency.

Many matters of detail in working out the policies recommended are left for the careful consideration and final decision of this proposed State Council for Educational Planning.

#### JUNIOR COLLEGE RECOMMENDATIONS

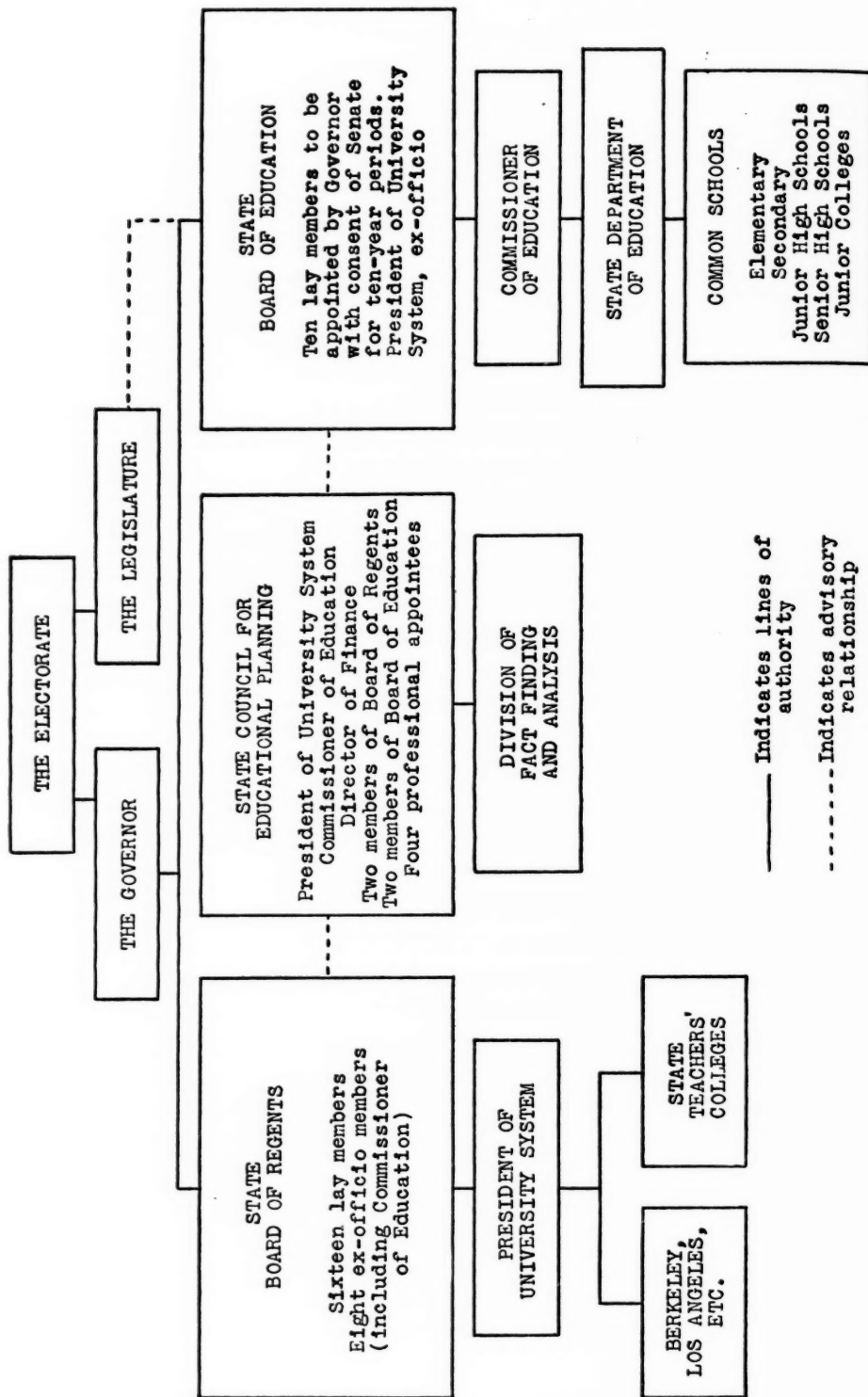
Of the forty-seven specific recommendations contained in the report, twenty-five involve the junior college. Because of the potential national significance of many of these, they are reproduced on the following pages, numbered as in the original report.

Outstanding among these recommendations are the following: that the junior college should be recognized as the completion unit of free, tax-supported, public education (Nos. 11, 12, 19, 42); that graduation from it should be marked by the title of "Associate in Arts" (No. 14); that the curriculum should be broadened especially along the lines of "social intelligence" and adult education (No. 15); that increased emphasis should be placed upon better counseling and guidance (Nos. 16, 17); that education of freshman and sophomore grade, whether given in junior colleges, in teachers' colleges, or in the university, should be upon the same basis, as far as possible, especially as regards preparation of instructors (No. 26) and financial support (Nos. 37, 38, 39, 41, 43); and that under present conditions the development of four-year, independent, regional colleges from junior colleges should not be permitted (Nos. 20, 21, 36).

#### OPINIONS ON THE REPORT

A group of the outstanding junior college leaders of the state have been asked to comment briefly upon the report. The opinions of some of this group will be found following the recommendations. Additional opinions will be printed next month.





RECOMMENDATIONS CONCERNING  
JUNIOR COLLEGES<sup>1</sup>

"2. The Commission recommends that the present State Board of Education shall have jurisdiction over common schools of all grades, including all public junior colleges (except those now attached to the University or state teachers' colleges) and all schools below them of whatever variety and purpose."

"9. The Commission recommends that provision for co-operative understanding and co-ordinated effort in the operation and articulation of the common school system and the University System be made by the establishment of a State Council for Educational Planning and Co-ordination."

"It is the considered opinion of the Commission that the newly devised State Council for Educational Planning and Co-ordination is the key to the improvement of the whole educational situation in California. If the proposed State Council operates effectually, all education within the state will be effective."

"11. The Commission affirms and recommends the continuance of the existing policy which recognizes legally, if not completely in fact, that the junior college period is the last stage of the upper or secondary period of common schooling, the dominant purpose of which is general to all the purposes of civilized life in so far as different students wish to or can achieve them.

"12. The Commission recommends that the state now regard the early free experimental period [with reference to junior colleges] as having now lasted sufficiently

long to warrant immediate appraising and reorganizing of the entire program of education at this level. It is time to consolidate the good results and eliminate the obvious weaknesses.

"13. The Commission recommends that initiative for the reorganization of the secondary school system involving the junior college level be made the prime responsibility of a newly appointed State Board of Education and its administrative officers, and that a co-operative responsibility be placed on the Board of Regents of the University of California for the reorganization of those lower divisions or junior colleges on this level which are and will be left attached to the two senior colleges of the University and the teachers' colleges under its legal jurisdiction, and that the responsibility involved in fostering co-operation between the two governing boards be placed on the Council for Planning and Co-ordination.

"14. The Commission further recommends that all authorities recognize within their jurisdictions that the end of the junior college or collegiate lower-division period of education is the formal close of secondary education as such by granting the title of Associate in Arts. This should not be considered as marking the successful completion of a two-year course but as the local institutional recognition of the completion of a secondary schooling, the different years of which may have been taken at different schools.

"15. The Commission recommends that it be the policy of the State Board of Education to recognize that the system of junior col-

<sup>1</sup> In a few cases, supplementary matter explanatory to the recommendation proper is added in smaller type.

lege education may properly include groups of functions or services, five in number, as follows:

*"a) Curriculum for Social Intelligence.*—A curriculum devised to give the student about to complete his general education a unitary conception of our developing civilization. This curriculum should be provided in all institutions offering education on a junior college level. It should be the most important curriculum, inasmuch as it aims to train for social citizenship in American civilization.

*"b) Specialized Vocational Curricula.*—A group of specialized vocational curricula more advanced than those offered in the high school, aimed to care for the needs of those registrants who will probably soon terminate their schooling to enter the occupations.

*"c) Pre-professional Curricula.*—A group of pre-professional courses preparatory to university professional courses, the nature of which is legitimately determined by professional school requirements of the University. Such a group of courses properly parallels work given in the lower division of the University, though more flexibility and experimentation should be encouraged than is now the case.

*"d) Pre-academic Curricula.*—A group of curricula preparatory to university concentration in one or more of a group of arts, sciences, and literatures, provided by the senior colleges to give an advanced education in some phase of civilization for avocational or civic purposes, or provided as pre-professional preparation for advanced work leading to a professional career of scholarship in research or teaching.

*"e) Adult Education.*—The function of adult education may well be associated with the junior college as a supplementary service. It concerns not the regular full-time student body but the citizens of the community, both men and women, who have terminated their formal schooling and wish to advance their self-education with the stimulus, direction, and aid which the present-day organization of adult or extension education provides. Junior colleges are local or community institutions and may well be cultural community centers.

"16. The present policy of admitting all high-school graduates and those over eighteen years of age to the junior college being a proper one, the Commission recommends that it be continued, provided the institutions have power to assign, in exceptional cases, the work to be undertaken and to drop students who fail to meet the standards of the institution.

"The Commission further recommends that individual student counseling, which has had a wide development throughout the junior colleges, be continued and made more effectual. As guidance techniques are improved, the results of intensive personnel studies should be made more binding upon the students. The better training of counselors is commended to the University and teachers' college authorities and to the State Board of Education.

"17. The Commission recommends that a continuous record card, such as that devised by the American Council on Education, which is in wide use throughout the country, particularly in the schools and colleges of Pennsyl-

vania, be issued in a standard form suitable to California practice and used throughout all the secondary schools of California.

"18. The Commission recommends that more attention be given by all concerned to the problems of so forming administrative units as to secure economy of time in common schooling.

"19. The Commission recommends that the future location and distribution of junior colleges throughout the state be among the first studies to be undertaken by direction of the State Council for Planning and Co-ordination, through its Division of Fact-Finding and Analysis."

"The California junior colleges of today form a collection, not a system. There are junior colleges which are too small to operate effectively and economically. Junior colleges exist where they ought not to exist, and do not exist where they ought. They are not so distributed each with regard to its neighboring institutions as to facilitate equality of opportunity with the lowest expenditure of tax moneys. The state has now entered the stage where it recognizes that local initiative and state aid cannot longer be relied upon to provide an adequate junior college system. There must be state planning based upon accurate knowledge and clearly defined policy. The study recently made by Mr. Arthur Walter, of Stanford University, is sufficiently accurate in its analysis to suggest the basis for a new and desirable statewide plan for junior college distribution."<sup>2</sup>

"20. The Commission recommends that for the present the

<sup>2</sup> The details of this plan are presented in an article by Mr. Walter in the *California Quarterly of Secondary Education* for October 1932.

legislature authorize no further expansion of senior college facilities apart from Berkeley and Los Angeles. When, however, it is clear that the use of facilities at Berkeley and Los Angeles has reached the saturation point and that the finances of the state are sufficiently prosperous, then detailed inquiry should be undertaken by the State Council for Educational Planning and Co-ordination, which should recommend the location of a third senior college, if any, under the Regents of the University System, wherever geographical and population factors promise the largest service and economy in University organization."

"The attempt to get the legislature to establish senior colleges apart from University management and under the control of separate state boards, operating locally, is something to which the state ought never to consent."

"21. The Commission recommends that no experimentation in the field of semi-professional or occupational training on the senior college level be undertaken until it can be demonstrated that the junior college does not offer the solution of the problem."

"26. The Commission recommends that no teacher or other educational functionary should be hired for service in any tax-supported school except under legal license issued by the State Department of Education; that all county, or other local, certification be abolished; and that no further life certificates be issued."

"Where common schooling on the junior college or collegiate lower-division level is delegated to the management of the University System, the teachers and officers employed therein

should be free from the requirements of state licensure with the understanding that the standards maintained by the managing board in control shall not be lower than an approximate, but not specific, equivalent to those required by the State Department of Education in schools of similar level directly under the jurisdiction of the State Board of Education."

"32. The Commission recommends that each of the state teachers' colleges, as fast as it has finances and facilities, so develop its present lower division as to perform all the functions of the junior college which may be appropriate."

"The lower divisions or first two years of all the seven state teachers' colleges should become junior colleges in fact, conferring the title of Associate in Arts at the completion of secondary education."

"36. The Commission recommends that those educational services to which the state has already committed itself be brought to a high state of effectiveness before any major expansion shall be considered."

"In illustration, the present junior college system must be made effective before further expansion of education on higher levels is even considered. Again, vocational education at the secondary level, including the junior college, must be made more effective for society and the population served before considering an extension of still higher occupational training for more restricted groups."

"37. The Commission recommends that the system of charging educational costs, particularly of junior college education, be more equitably distributed as between communities and as between the state and communities."

"The system of financing the junior college level of education, as has been suggested elsewhere in this report, is full of unfair discriminations."

"38. The Commission recommends that the whole system of financing education on the junior college or lower-division level be completely changed, so as to make costs to the state, the local community, and the parent or student equitable as between one institution and another, one locality and another."

"39. The Commission recommends that for every student attending an approved junior college (district colleges, departmental junior colleges, lower divisions included in the State University System) the state shall contribute out of general funds a certain sum annually, and that an additional sum shall be paid by the county of domicile to be collected by the State Department of Finance and paid by that department to the junior college attended. In such a method of charging, the state should pay \$100 toward the cost, \$50 to be charged back to the county of domicile, these two amounts to be used to provide a minimum program in accordance with specifications recommended by the Council for Educational Planning and Co-ordination. The cost of extending the program above this minimum should be paid by the district in which the junior college is located. In cases where the district provides the junior college plant, for each student domiciled outside the district in which the junior college or lower division is located, an additional \$60 should be paid by the county of domicile on account of rental charges. When a student at-



tends the lower division of the University of California or of a teachers' college, the \$60 rental charge should be paid by the county of domicile to the state.

"40. The Commission recommends that all students enrolled in the University System, above the junior colleges or lower divisions, including those preparing for teaching, be charged increased tuition fees.

"41. In view of the fact that only at the University is a non-resident fee charged to students domiciled outside the state, some of whom might attend a junior college or the lower division of a teachers' college without paying a non-resident fee, the Commission recommends that a special fee of \$150 be charged to all non-resident students enrolled in public institutions of higher education including the junior college level (lower divisions of the University System, junior colleges).

"42. The Commission recommends that, if possible, the state continue its policy of furnishing free tuition to residents through the junior college level.

"43. The Commission recommends that students in the 'junior college' (lower division) of the University of California be treated as regards fees exactly as students in other state junior colleges are treated.

"44. The Commission recommends that the State Board of Education prepare uniform and comparable salary scales for teachers in all junior colleges to be presented to all local employing boards throughout the state.

"45. The Commission recommends that the California Polytechnic Institute at San Luis Obispo

be abolished as a state institution. The Commission believes that the facilities now at San Luis Obispo might be properly utilized for junior college work, custodial work, or some other general state purpose."

#### OPINIONS OF LEADERS

Below are given opinions and criticisms of the Carnegie Report from some of the junior college leaders in the state. A number of leaders in the field of higher educational administration throughout the United States have promised comments on the report for publication in a subsequent issue.

#### *University of California*

"I am in general agreement with the Carnegie Report. It is a constructive document throughout, and its proposals for solving the controversial problems in our program of higher education seem to me to be workable. The Report accepts the junior college movement in the state and attempts to settle the issue of its place in the total educational program: It is the upward extension and culmination of the secondary period. Thus the positions of both David Starr Jordan and Alexis F. Lange, the originators of the junior college movement in California, have been confirmed. On the subject of curricula the Commission has dealt with open frankness. The junior college, we are told, is first and foremost a community enterprise. Its curricula must reflect this fact; hence, the curriculum leading to the upper division of the university must yield its primal place to curricula which lead directly to community life. Among these there is a new proposal, namely, the curriculum for social intelligence, with the recom-

mentation that it be made the central core of each junior college. Such a curriculum, I believe, is entirely feasible. Indeed it is represented in part in many of the junior colleges of this and other states where independent and non-university courses are offered by academic departments alongside the conventional offerings. Such a curriculum will not involve serious administrative difficulty. It is not to be understood, however, that the junior college is to give over its important link between high school and specialization in advanced university courses.

"Increasing attention to the counseling of students is urged as a most important responsibility. The Commission has not overemphasized this need. Counseling must become a part of the administrative machinery of every junior college—and of every teachers' college and university as well. This brings a challenge to our schools of education to organize training programs adequate in extent and thorough in character of work.

"It is gratifying to note the favorable comments regarding the Pasadena experiment with the 6-4-4 type of organization. The success of this venture ought to stimulate many other localities. The Commission tells us so in no uncertain terms and then commends our consideration of the Kansas City 6-3-3 venture. My personal belief is that not for many years to come will social and economic considerations in California demand such curtailment of public schooling as the 6-3-3 plan calls for, while all the other excellent features of that plan are incorporated in the 6-4-4 plan. But the Report wisely does not in-

sist upon any single type of junior college organization. Every community, of course, should be free to organize its educational system in the way that is most economically sound and which will bring a desirable educational program into fruition.

"It is unfortunate that the Commission did not have more time for a thoroughgoing study of the problem of financing junior colleges. This part of the Report is weak, and its proposals for support are poorly planned and inadequate."—WILLIAM W. KEMP, *Dean, School of Education.*

#### *Stanford University*

"I have read the Report of the Carnegie Foundation on California education with interest, and give it ready approval. The sections dealing with junior college education seem to me to be especially sound and helpful. The five groups of functions or services which the Report lays out for junior college work appeal to me as very sound, and along lines of our best educational thinking.

"The Report proposes that statewide planning be applied to junior college organization and instruction, which also is very wise, and, as the Report says, we have advanced far enough now in the junior college experiment to warrant the adoption of the junior college years into the general public school system, with the view of providing terminal educational advantages for the great bulk of our population at the age of twenty. The method outlined for the support of the junior colleges seems to me sound and feasible."—ELLWOOD P. CUBBERLEY, *Dean, School of Education.*

*San Bernardino Valley Union Junior College*

"The most significant contribution of the Report of the Carnegie Commission, as far as the junior colleges are concerned, is a basic working philosophy. The Commission's concept of the work of the junior college is stated in Recommendation 11 and elaborated in Recommendations 12, 13, 14, and 15a. It is concisely summarized on page 64 of the Report where the junior college is described as 'the capstone of civilizing education.' A 'Curriculum for Social Intelligence' (15a) is urged, which, it is suggested, should be applicable to the needs of the large central group, or approximately 85 per cent of the junior college student body.

"This statement should meet with the hearty approval of all progressive junior college educators. Even the few who have been kicking against the pricks of the word 'secondary' can have no objection to the principle of an integrated, proportioned, general education as a basis for either life work or specialization.

"These recommendations do not introduce ideas that are novel or radical. They rather give the stamp of approval of the highest educational authority to conclusions which represent the culmination of a trend of thinking, discussion, experimentation, and policy which has been developing for the past several decades. These conclusions have already been accepted by the great majority of leaders in the junior college movement and by a considerable number of educators in the four-year institutions who have been able to break away from the domination of traditionalism.

"But even though the Report in its philosophy is sane and sound, the changes which will be necessary to transform ideals into realities will be revolutionary. The strongholds of conservatism which have checked progress in this direction in the past will present the most serious obstacle to constructive reorganization in the future.

"This problem has been clearly presented by Dr. F. J. Weersing in an editorial in the *Junior College Journal* for May 1931, entitled: 'A Deadlock in Junior College Reorganization.' He says: 'The movement to bring secondary-school instruction into greater harmony with modern educational thought and social ideals, as is being done so fruitfully in the elementary field, has been effectively held up by traditionalism entrenched in higher institutions. In several different communities forward looking experiments in junior college procedures have been promptly thwarted by a university ukase or else have been so emaciated and deformed as to render them sterile of any productive results before they even began.'

"Up to the present time, the contribution of the universities to any program of education for social intelligence has been the promulgation with evangelistic fervor of an appeal to the junior colleges to find freedom of expression through the development of 'semiprofessional' courses, on which they, themselves, place official taboo, at the same time clinging tenaciously to the traditional requirements for all students who transfer from the junior college to the higher institution.

"The Commission has seen every aspect of the situation clearly. It condemns in no uncertain terms the

aping of the University by the junior colleges: 'The degree to which University lower-division courses are slavishly imitated in the junior college, as to both content and method, is indictable from almost every point of view' (p. 50). Then the Commission places its finger upon the exact spot where the difficulty lies: '... for this situation the University as a whole is not to blame. The exactions of *particular University departments* ... exert an influence which the University administration would not wittingly exercise' (p. 51).

"There, then, is the crux of the whole situation. Can the domination of *entrenched departmentalism* over the lower division be broken? If so, it will be possible for the Report of the Commission to become the working basis for a new era in education. If not, it will be a scrap of paper of academic interest only.

"The Commission has realized fully that the only way in which the shadow of University departmentalism can be lifted from the junior colleges is through radical reorganization of the lower divisions of the state institutions to bring them into a harmony of function with the whole junior college movement.

"Recommendation 13 provides for the reorganization of the 'lower divisions or junior colleges' of the University and the teachers' colleges. Such a reorganization would involve shifting the control over this critical period from subject-matter specialists, who will still retain ample range for policy determination in upper-division and graduate fields, to educators whose focus of interest is the student. It will mean removal of penalization

of the student for changing his mind, and open the door for exploration and guidance. It will mean the elimination of the curse of warped personality development through over-specialization and the introduction of proportion and integration.

"With the lower divisions of the state institutions so reorganized, close harmony with the junior colleges in a unified progressive program would be a simple matter. Without such a revolutionary reorganization, difficulties and lack of harmony between these great branches of public service will increase.

"Any plan for liberalizing the junior college curriculum necessarily demands the acceptance of the capable graduates from such courses into the upper division of the four-year institutions without handicap. The Commission states: 'Many graduates who might complete the liberal course for social intelligence in the junior college might be as well prepared and in many instances better grounded for specialization than numerous graduates now admitted without question from the University preparatory curricula' (p. 49).

"The new-type comprehensive examination drawn up by University and junior college men working together, as suggested by the Commission as a means of opening the door of the University to graduates from the liberal curriculum, would be entirely inadequate to meet the situation. Students now rebel against being forced into 'semiprofessional' courses, beyond which there is no hope of collegiate progress. They will be but little more attracted by a curriculum



where the future hinges upon one nerve-racking final examination. Solution of the perplexing problem of articulation does not lie in this direction. Neither can it be worked out scientifically by those who are specialists in subject-matter alone.

"Determination of fitness, or lack of fitness, for study beyond the junior college is essentially a problem of guidance. Experts in junior college service are already using many effective methods for predicting success in various lines of work. They are just as vitally interested in keeping incompetent candidates from attempting courses for which they are not fitted as are the subject-matter guardians.

"When the anticipated reorganization comes about, the specialists in guidance in the lower divisions of the state institutions, in co-operation with those of the public junior colleges, would be able to standardize methods of classification, promotion, and transfer that would be based on scientific grounds.

"This is the only just and logical basis for articulation. The taxpayers of California who have established the junior colleges demand that, whatever their other functions, they serve primarily to give a lower-division service that is comparable to that of the best of the higher institutions and which permits of transfer to upper divisions without handicap.

"The junior colleges in California have already attained such a degree of public approval that they are rendering a lower-division service to a greater number of students of four-year college caliber than all of the four-year institutions of the state combined.<sup>3</sup> So complete has this service become that the lower

divisions of the state institutions function chiefly for the localities in which they exist. For example, in 1931, of all of California high-school graduates who entered the University of California at Los Angeles, 92.2 per cent came from Los Angeles County, and nearly all of those from the city of Los Angeles.<sup>4</sup> Such a situation justifies the demand of taxpayers for equalization in service as well as in expenditure of resources.

"The outcome, then, of our present educational muddle has been thrust squarely upon the University and the other four-year institutions. Both the public and the junior college people will anxiously await the response to the call of the Commission for lower-division reorganization and departmental disarmament."—JOHN B. GRIFFING, *President*.

#### *Fullerton Junior College*

"The report of the Survey Commission of the Carnegie Foundation regarding junior college education in the state of California is so largely a generalization that any action based upon its recommendations must necessarily be preceded by a careful determination of details. Limited space forces me to confine criticisms to a few features.

"Most junior colleges of the state will find themselves in hearty accord with Recommendations 11, 20, 21, and 36, pertaining to limitation

<sup>3</sup> "J. B. Griffing, 'The Cultural Element in Junior College Education,' *California Quarterly of Secondary Education*, June 1932, p. 356."

<sup>4</sup> "F. B. Lindsay, 'The Attendance at Higher Institutions of California High-School Graduates.' Unpublished report made to Pomona College Department of Education, July 1932."



and nature of courses offered. There is a grave question whether or not the upper-division work with its specialization, high cost, and comparatively small enrollment should ever be widely distributed over the state. Certainly it should not be, as long as such a program would jeopardize the support given to other junior colleges within the state.

"In Recommendation 37 the Commission suggests that 'the system of charging educational costs, particularly of junior college education, be more equitably distributed as between communities and as between the State and communities.' One illustration will be ample to show that Recommendation 39 is not in keeping with such a program. Recommendation 39 suggests that, for each student attending a junior college from without the junior college district, the county of domicile pay \$50 for maintenance cost, \$60 as a rental charge for capital investment, and the state pay \$50 to be applied toward maintenance cost. The remainder of the cost must 'be paid by the district in which the junior college is located.' Inasmuch as the \$60 chargeable to the county of domicile for rental purposes should be credited to capital outlay, the total receipts for maintenance from state and county for any pupil living outside the junior college district would be \$100. College A with 250 units of average daily attendance coming from outside the district has a maintenance cost of \$262.26 (the average per capita maintenance cost for junior college students over the state for the school year 1929-30). The total maintenance cost for these "outside" stu-

dents would therefore be 250 times \$262.26, or \$65,565. For the same attendance the college would receive from state and county of domicile, to meet current expenditures, \$100 per unit, or \$25,000. The balance, \$40,565, would have to be raised by the junior college district, a burden that justice would not place there and one which no community would long endure. This program is in direct opposition to the effort that is being made in California, at the present time, to equalize educational opportunity and at the same time relieve local communities of the large burden they are carrying for school support." — LOUIS E. PLUMMER, *Dean.*

#### *Pasadena Junior College*

"No one can examine the Report of the Carnegie Foundation Survey of higher than high-school education in California without being impressed by the keen educational insight manifested by the men to whom the task was intrusted. In my opinion the Commission has mapped out through its recommendations a logical and progressive future development for the educational system of California.

"Those of us who are primarily interested in the junior college field should be particularly gratified at the Report. The Commission has maintained throughout a friendly attitude toward the junior college as an institution; it has based its recommendations on a sound educational philosophy; it has planned for the future of our institutions with a truly progressive spirit; it has recommended policies for development which are distinctly constructive in character.

"The progressive attitude of the Commission toward junior college development is reflected chiefly in the following features of the Report:

"1. A recognition of the fact that the junior college has advanced sufficiently far on the experimental basis to warrant an appraisal with respect to form of organization and policy.

"2. A provision for a change in the junior college teachers' credential so as to make it applicable to the entire upper secondary span—grades 9 to 14, inclusive.

"3. A plan for the development, under state support, of a 'Junior College System' with extension provided on the initiative of the State Board of Education rather than on that of the local community.

"4. A recommendation for the development of an adequate guidance program on the junior college level.

"5. A recommendation for the organization of administrative units in such form as will foster economy of time on the part of the student.

"6. A recommendation for the reorganization of the curriculum so as to administer more effectively to student needs.

"7. A plea for the emancipation of the junior college years from a slavish imitation of methods and practices of standard colleges and universities.

"8. A recommendation to get more students out of the university preparatory curriculum into courses of a culminal or finishing character which will more effectively minister to their needs. The Commission very correctly observes that the extensive enrollment of junior college students in University preparatory

courses 'betrays the largest single functional failure of the junior college system in California.'

"On the whole, the Report constitutes a just appraisal of the present educational system, an accurate diagnosis of its ailments, and a definite and effective prescription for a remedy. The junior college administrators should exert every effort to see that the recommendations of the Commission are carried into effect." — JOHN W. HARBESON, *Dean*.

#### *Santa Monica Junior College*

"The personnel of the Commission drafting the Report makes it seem like 'carrying coals to Newcastle' for the majority of us to attempt to criticize it. The general soundness of the recommendations should indicate high success in their adoptions. In most cases these recommendations concern large fundamental issues, policies, and philosophies, and do not primarily concern themselves with specific details of organization and management.

"One cannot but be struck with the historical parallel between this report and its probable effect on the junior colleges and the report of the famous 'Committee of Ten' of 1892 and its effect on the high schools. There were two immediate results of great importance from the Committee of Ten report. The first was the reinforcement of the not yet fully established conception of the public high school as primarily a school that must meet the needs of a majority of the community and only incidentally a preparatory school. The other result was the formation of four sample programs of study or curricula for high

schools. This Carnegie Report will undoubtedly have a somewhat similar effect. It reinforces the not yet popularly established conception that the junior college represents the closing of the secondary period of education and is only incidentally an upper-division preparatory school. It also enumerates the five groups of functions or services rendered by the junior college through its five curricular offerings.

"While the writer finds himself in sympathy with most of the Report, there are two or three points where he finds he is not in hearty agreement. For example, Recommendation 16 reads: 'As guidance techniques are improved, the results of intensive personnel studies *should be made more binding* upon the students.' Fortunately the school systems throughout the country have been more and more recognizing the need for organized and systematic guidance. In most of them they have realized that they must place information and material within the reach of all students but the *final decision and choice must be made by the student*. To the writer it is against the best guidance practice to make 'binding upon the students' anything of a guidance nature. Koos and Kefauver in their new book, *Guidance in Secondary Schools*, emphasize this time and again.

"Another point of disagreement is found in Recommendation 41, which recommends a non-resident fee for all junior colleges of \$150. The writer is looking at it from a purely practical side. The state of California is encouraging people to come to visit, well knowing that many will stay. Any student from out of the state will spend in board,

room, laundry, and similar items, several times his cost. By charging \$150 tuition many students will be forced to stay away. The writer can cite a number of cases in his own institution where the students came first to California and later the families moved there. These students would not have come to California originally if they had had to pay the \$150 tuition.

"A third point of difference is found in Recommendation 44, which refers to 'uniform and comparable salary scales' for all junior college teachers. The thought underlying this recommendation to insure sufficient salary to obtain the best teachers is a good one. As now stated it leaves much to be desired. Uniform and comparable salary scales would only be workable and just when the term 'comparable' is broadly interpreted and the term 'uniform' ignored.

"The strong features of the recommendations appear to be: the recognition of the need for thorough planning and co-ordination of the entire public educational system of the state; the analysis of the scope of junior college offerings; provisions for adequate and equitable support of the junior colleges and the recognition that the lower-division work of the University and state teachers' colleges should receive the same treatment as is accorded the work of the junior colleges."—RALPH H. BUSH, *Director*.

#### *San Mateo Junior College*

"In a typewritten report of but little over one hundred pages, the Commission of Seven of the Carnegie Foundation for the Advancement of Teaching has presented an

outstanding résumé of the problems of state higher education in California.

"Proceeding from a statement of a sound philosophy of public education, the Commission clearly analyzes the outstanding educational ills and anomalies that have developed in California, and proceeds to make definite and unequivocal recommendations for the changes necessary to eliminate the chief faults and to correlate the various educational functions of the state into an organic system.

"Of the forty-seven recommendations, twenty-five or more concern the junior colleges. With but few exceptions these recommendations are in accordance with the present thought and effort of the junior college administrators in California.

"However, the recommendations having to do with the financial aspects will cause considerable dissension. Under present conditions, the capital investment for junior colleges in teachers' colleges and the University is not an apparent local charge. For all other types of junior colleges, all capital charges are paid by the local taxes. It is therefore difficult to understand why the Commission should recommend that the amounts to be raised per unit of attendance should be the same for all cases regardless of the fact that local institutions provide their capital charges out of local funds.

"There is a further problem involved in that such a plan shifts a large proportion of the financing of the lower division of the State University from general state sources to local property, which now bears an excessive proportion of the costs of state and local government.

"The proposed plan for financing the junior college maintenance and operation costs other than by the levy of local district taxes calls for the state at large to contribute \$100 for each unit of attendance and a flat charge of \$50 payable by the county of domicile. In its practical aspects this means that a junior college district within a county would participate with the remainder of the county in raising the \$50, but would be solely responsible for raising the difference between the amounts provided by the state and county and the sum actually necessary to pay the costs. Present figures show that the average costs are greatly in excess of \$150.

"Furthermore, the reimbursements to be expected from other counties on account of non-resident tuition charges for students non-resident either of the junior college district or the county in which the junior college is operating would be limited to \$50 plus the \$60 rental charge. Since maintenance and operation costs in typical junior colleges are greatly in excess of \$150, the home district will be placed at a great financial disadvantage by the proposed plan.

"It may be added that the costs per unit of attendance of lower-division instruction at the University of California as given on page 72 of the Report approximate \$113. This figure is obtained by multiplying the cost per registered unit (\$3.53) by thirty-two, the normal units taken per year. The income to the University, estimated according to the plan proposed, will be \$210 for each such unit. This will produce a net surplus over present costs (if the original figures can be accepted) of \$97 per student unit.



Since University education has heretofore been available without apparent local cost, the friction developed between the University and the residents of the counties of domicile upon receipt of such bills can be more adequately imagined than described. That the University should be forced to face such antagonism is not for the best interests of the University or the state of California.

"The Foundation has also failed to recognize the fact that unit costs justly vary with institutional size, and that the geographical conditions within the state make variation in size inevitable if equality of educational opportunity on the junior college level is to be even remotely approached. Equality of educational opportunity is a major premise of educational thought in California.

"Plans were submitted to the Foundation providing for the exclusion of the University from the junior college financing plan and for a graduated scale of remuneration for junior college educational services. This plan took the numerical sizes of institutions into account and also equalized the junior college financial burden not only as between the state and the counties, but as between counties and junior college districts. Some such plan for equalization should be eventually perfected allowing the University as at present to remain a state-supported institution."—C. S. MORRIS, *Dean*.

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#### SOUTHERN ASSOCIATION PLANS

At the annual meeting of the Association of Colleges and Secondary

Schools of the Southern States in 1931 a movement to change certain of its standards for junior colleges was started in the Standing Committee on Junior Colleges. A Subcommittee on Standards was appointed with President H. G. Noffsinger of Virginia Intermont College, Bristol, Virginia, as chairman. Recently, Dr. George P. Butler of Chapel Hill, North Carolina, who was Secretary of the Standing Committee from its organization in 1925 until 1931, has completed an extended study of the historical background for the present standards for junior colleges as found in all the *Proceedings* of the Association, the first reference to junior colleges being recorded at the 1911 meeting. He has also assembled and compiled significant data about junior colleges within the territory of the Association in order to discover needed changes in the standards under which they operate. As a basis for modifying junior college administrative practices, he secured information and opinions from twenty-two Southern Association universities and colleges regarding their own administrative policies. The Southern Association Standards for Junior Colleges were carefully compared with those of other accrediting agencies and with general principles for junior colleges as formulated by recognized authorities, many quotations being given from *The Junior College Journal*. The conclusions from his study have been expressed in suggested changes which will be laid before the Subcommittee on Standards as a basis for suitable action at the next meeting of the Association in New Orleans, November 28, 1932.



## The Junior College World

### PHI SIGMA NU

The spring number of *The Phi Sigma Nu*, official organ of the national junior college fraternity of the same name, contains a variety of articles and information of special interest to members of the organization, and a special article on the history and types of junior colleges. It is edited by the national president, Edward R. McGuire. Chapters of the organization are found at Crane Junior College, Chicago; Potomac State College, West Virginia; Vincennes University, Indiana; College of Marshall, Texas; Cumnock College, California; Rider College, New Jersey; Ferris Institute, Michigan; Beckley College, Pennsylvania; and Bryant-Stratton College, Rhode Island.

### JUNIOR COLLEGE EXPERIMENTS

At the spring meeting of the North Central Association it was voted to adopt the reports of the committees on the experiments in progress at Joliet Junior College, the Junior College of Kansas City, and at Tulsa, Oklahoma, and to continue the committees. It was voted to adopt the report on the experiment at Stephens College, Missouri, and to discharge the committee.

### PHI THETA KAPPA CHAPTER

A charter for a chapter of Phi Theta Kappa, the junior college honor society, has been granted to Anderson College, Anderson, South Carolina.

### SECRETARY CAMPBELL HONORED

At the fifteenth annual meeting of the American Council on Education, held at Washington, D.C., May 6-7, 1932, Professor Doak S. Campbell, representing the American Association of Junior Colleges, was elected secretary of the Council for the ensuing year.

### MAGNOLIA GRADUATES

Ninety-one students graduated from the Magnolia A. and M. College, Arkansas, in all divisions, May 13, forming the largest graduating class in the history of the institution. Seventy-two of these students graduated from the college division and the remainder from the high-school division. M. R. Owens, state high-school supervisor, delivered the commencement address.

### RESIGNATION OF WARREN

Curtis E. Warren, who has been dean of the Yuba County Junior College at Marysville, California, since its organization in 1927, resigned at the close of the academic year 1931-32, to accept a position as city superintendent at Burbank, California. The Board has elected Mr. Pedro Osuna as his successor. Mr. Osuna was formerly vice-principal of the Yuba County institution.

### RECOMMEND 6-3-3 PLAN

A recent comprehensive self-survey of the Yuba County Junior College at Marysville, California, by

Curtis E. Warren, Dean, and F. Lyman Tibbitts, Director of Research, contains the following recommendation:

Teachers in the junior college should not likely teach below the senior class in the high school since to do so generally causes a lowering of the standards of collegiate work. However, to make economies and at the same time offer a richer curriculum, seniors in the high school might be enrolled in junior college classes. Temporarily, at least, it might be well to organize the junior college curriculum around a three-year program of the twelfth, thirteenth, and fourteenth grades. This is being done very successfully in many places and would aid in the curriculum development here.

#### ARMSTRONG JUNIOR COLLEGE

Armstrong Junior College, a private junior college for the East Bay section of California, began operation in September 1932. It offers courses preparatory to upper-division work in Letters, Sciences, and Commerce in the universities and also a group of semiprofessional courses in accounting, foreign trade, business, merchandising, and secretarial work.

#### DEATH OF LA SALLE HEAD

Dr. Thomas J. McCormack, who had been for twenty-nine years superintendent of the LaSalle - Peru Township High School, Illinois, and for eight years director of the LaSalle-Peru-Oglesby Junior College, died on June 24, at the age of sixty-seven years. Dr. McCormack was assistant editor of the *Monist* and of *The Open Court* from 1889 to 1903.

#### DEATH OF MISS SAFFORD

The Board of Trustees of Westbrook Seminary and Junior College at Portland, Maine, announces with deep regret the loss of the principal, Agnes M. Safford, by death on June 30, 1932. Miss Safford assumed the principalship of the Seminary in 1925, at a time when many serious problems were facing the trustees. During her administration the work of the college preparation has been strengthened, the Junior College has been organized, and is now an institution accredited both by the State and by the American Association of Junior Colleges. Many important improvements to the plant have been carried out. Miss Safford's loyalty, her devotion, and her faith in the future of Westbrook knew no bounds. The trustees will not be in haste to appoint a permanent successor to Miss Safford. One of their number, Mrs. Marion Coats Graves, has assumed the acting headship for the coming year. Mrs. Graves was the principal of Bradford Academy, and later the first president of Sarah Lawrence College. She has had a broad experience in college preparatory and junior college work of the most progressive kind. Since she is now engaged in an experiment for junior college graduates in New York City, she will be unable to give her full time to the work of the Seminary. She will, however, go to Portland from time to time for conferences.

#### GOES TO NATIONAL PARK SEMINARY

On July 1, Theodore Halbert Wilson, who, since the death of Dr. Frederic E. Farrington in 1930, had been the President of Chevy Chase

School, Washington, D.C., became the Director of National Park Seminary, whose 316-acre campus lies nine miles north of the White House, a short distance across the District line at Forest Glen, Maryland. As the personal associate of Dr. James E. Ament, who has been the President of the Seminary since 1917, Mr. Wilson will relieve Dr. Ament of many of the details of administration and most of the responsibilities of academic supervision. The *Washington Post* comments thus:

National Park Seminary, one of the oldest and best-equipped girls' schools at the National Capital, announces another forward step in its method of organization. In asking Mr. Wilson to become the Director of National Park Seminary, President Ament is carrying out a long-cherished plan of lightening his own load of responsibilities and securing more time for absence from the arduous duties of executive work. By virtue of his gifts as a teacher and his ability as an executive, he enjoyed rapid professional advancement, becoming successively the Superintendent of Schools at Carroll, Iowa; the Superintendent of Schools at Rock Island, Illinois; the President of the State Teachers' College at Alva, Oklahoma; the President of the State Teachers' College at Warrensburg, Missouri; and the President of the State Teachers' College at Indiana, Pennsylvania. In 1917 he retired from public-school education and became the President of National Park Seminary.

In selecting his associate, Dr. Ament has chosen the Rev. Theodore Halbert Wilson because of Mr. Wilson's demonstrated success at another junior college for girls at Washington; his training and experience not only as an educator but also as an ordained clergyman; his understanding of the modern program of secondary and junior

college education; and his proven ability to create and maintain a spirit of good-will and of earnest endeavor among faculty and students alike.

Mr. Wilson holds three degrees from Harvard University, the A.B., the A.M., and the Ed.M. He received his divinity degree at Union Theological Seminary. His pastoral experience included one year as assistant to the Rev. Hugh Black at the First Congregational Church, Montclair, New Jersey; three years as the pastor of the Island Avenue Congregational Church, Skowhegan, Maine; and three years as pastor of the church at Olivet, Michigan. At Olivet College, Mr. Wilson was Professor of Religion for three years and Acting President for one year. In 1920 he became the Principal of Saint Johnsbury Academy in Vermont. During his ten years at that institution, the academic standards were improved; the endowment was increased; a gymnasium, a classroom and administration building, and an auditorium and social center building were erected; and a new athletic field was developed. Mr. Wilson's ability as an educator with vision led Governor Weeks to appoint him as a member of the Vermont Survey Commission Committee on Educational Facilities. He served also as the chairman of the Committee on Colleges and Normal Schools. Both in the American Association of Junior Colleges and in the National Association of Principals of Private Schools for Girls, he is favorably known as an ardent advocate of the junior college idea.

#### LASELL JUNIOR COLLEGE

On Commencement day, June 1932, on the occasion of the first day that Lasell Seminary could use its new legal title of Lasell Junior College, Dr. Payson Smith, Commissioner of Education for Massachusetts, delivered the Commencement address. Lasell Seminary,

located at Auburndale, Massachusetts, has done noteworthy service since its foundation in 1851. Junior college work was inaugurated ten years ago. Only this year, however, has its legal name been changed to indicate more truly the significant place which it is taking in making the junior college concept and philosophy better known in New England. Lasell was founded by Edward Lasell, professor of chemistry at Williams College, as a school of the first rank for the advanced education of young women. In 1921 it was transferred from private ownership to a new corporation organized under the law governing non-profit educational institutions, and in 1932 the name of the school was changed by legislative action from "Lasell Seminary" to "Lasell Junior College." Lasell was a pioneer in this country in offering courses in home economics as a part of its regular curriculum, having entered this field in the fall of 1877. In music, art, expression, and business training it has for many years maintained high standards of work.

#### CHANGES AT COTTEY

Beginning with the year 1932-33, the President and Board of Trustees of Cottey College, Nevada, Missouri, have decided to eliminate entirely the high-school or academy work which was formerly a part of the institution. A variety of considerations, both educational and financial, led to this decision. Among the recommendations made by a special survey commission which studied Cottey College a year ago was that the academy be discontinued as soon as practicable. It is expected that by concentrating

upon a less diversified educational program the college will be able to perform its true functions more satisfactorily. The work offered this fall will be limited to two years of college work, a one-year secretarial course, and private instruction in music, art, and expression. The enrollment last year included students from fourteen states, from Indiana to California and from Montana to Texas.

#### BECOMES OKMULGEE DEAN

Fred L. Tibbitts, for the past two years director of research at Yuba County Junior College, California, has resigned to accept a position as Dean of the Okmulgee Junior College at Okmulgee, Oklahoma. Okmulgee is a city of twenty thousand in a county whose population is sixty thousand. It is a logical educational center in the state and offers a fertile field for the development of a real junior college program. The junior college has existed as a one-year institution in connection with the high school since 1926. Under the new dean it is being reorganized this year and a two-year program adopted. There are about fifty students in the second-year work this fall.

#### JONES RESIGNS AT JACKSON

John Paul Jones, dean of Jackson Junior College, Jackson, Michigan, and a member of the Executive Committee of the American Association of Junior Colleges, has resigned both positions in order to continue his graduate work in the Divinity School of the University of Chicago. Frank J. Dove has been made acting dean at Jackson.

CHRISTIAN COLLEGE TOUR

The sixth annual educational tour of Christian College, Columbia, Missouri, last spring was, as the circulars stated, "ten delightful days under tropical skies." A group of students chaperoned by Miss Margaret McMillan of the history department left Columbia Tuesday, March 8, and followed a southern route which took them through Tennessee, Alabama, Georgia, and Florida, by rail, and then by steamer to Havana, Cuba.

MORAN DEVELOPMENT

Plans have been formulated during the past few months for a marked development of Moran Junior College, a private junior college for young men, on Puget Sound in western Washington.

This junior college has been re-organized upon the foundation of the already active and successful Moran School on Bainbridge Island, Washington, eight and one-half miles west of Seattle, with Mr. Frank G. Moran, the founder of the old school, remaining as president of the new organization. The junior college has been set up as a five-year unit including grades ten, eleven, and twelve in the lower division and freshman and sophomore college work in the upper division.

Philip D-B. Perham, for several years instructor in English and registrar of Menlo Junior College, California, has been made new dean at Moran. An educational advisory committee composed of thirteen of the leading educators of the Pacific Northwest has been organized with Dr. F. M. Padelford, dean of the Graduate School of the University of Washington, as chairman.

Moran Junior College will offer the benefit of small classes, close personal contact with instructors, and a supervision of all its boys consistent with their ability to handle personal freedom. Those boys who are ready for upper-division work in the junior college (grades thirteen and fourteen) will be permitted greater freedom than those in the lower division but will not be allowed the unlimited freedom of the first two years of university work.

COMMERCIAL EDUCATION

In his Biennial Survey of Commercial Education in the United States, J. O. Malott, Specialist in Commercial Education of the United States Office of Education, discusses the increasing attention being given to this field in the junior colleges. In part he says:

The upgrading process which is taking place in the office and store occupations emphasizes the necessity of providing postsecondary offerings for those who do not expect to graduate from college. The high schools do not ordinarily offer intensive postgraduate courses for commercial students. Colleges and universities have so upgraded their offerings that comparatively few of these institutions offer terminal courses on the junior college level. In actual practice, therefore, pupils who desire a college education for business usually pursue the academic or general curricula in the secondary schools in order to comply with the college entrance requirements. However, a comparatively small number of pupils in the ninth and tenth grades ever reach the junior and senior years of a university at which time the vocational commercial subjects are made available. Until recently the junior college has not been



an important factor in the program of education for business. Recent studies emphasize the fact that the need for terminal commercial curricula on the junior college level is many times greater numerically than the need for four-year curricula in the collegiate schools of commerce. As a result, an increasingly large number of junior colleges are offering terminal curricula for commercial students. The chief effort today is directed toward upgrading secretarial training and other terminal curricula rather than toward radical changes from the traditional content and organization of secondary education. This upgrading trend is in harmony with the growing demand for persons with junior college standards of business training.

#### DEAN CHAMBERS ADVANCED

Dean H. H. Chambers, Weatherford Junior College, Weatherford, Texas, has been elected superintendent of the schools of that city to succeed T. W. Stanley, who has resigned.

#### JOINS IRONWOOD FACULTY

Shirley E. Field, instructor in mathematics at the University of Michigan since 1920, has joined the faculty of the new junior college at Ironwood, Michigan. In addition to teaching, Mr. Field has been for ten years one of the university's inspectors of high schools.

#### ELECTED TO CONGRESS

President Russell Ellzey, Copiah-Lincoln Junior College, Wesson, Mississippi, was elected recently to Congress from the seventh congressional district of Mississippi to fill the unexpired term of the late Percy E. Quin.

#### RADIO PUBLICITY

In order to give additional information to parents and to prospective students regarding opportunities for varied types of education offered by Duluth Junior College, Dean R. D. Chadwick gave a fifteen-minute radio address over station WEBC, Duluth, on July 27. In part he said:

This college opened its doors in September 1927, and in September 1932 it will open its sixth year. Now we speak with the experience of five years as a background. In 1927 we had plans for guidance, and the prestige of the college was based on the faith of a substantial number of citizens in these plans. The prestige of the college now rests upon the solid achievements of its students in higher institutions and in various vocations. Do our students receive full credit for the courses taken here? They do. In fact any question that you may ask can assuredly be answered upon a factual basis to demonstrate that two years of sound college work may be done in the Duluth Junior College. We are proud of the fact that the college is not a finishing school, but rather one that encourages its students to plan their lives to attain worthy objectives in the higher institutions, in vocations, and in worthy living.

#### BAY CITY GROWTH

Bay City Junior College, Michigan, which was organized in 1922, has grown steadily each year from an initial enrollment of 91, until last year it enrolled 339 students.

#### NEW TEXAS PRESIDENT

R. G. Boger, president of Weatherford College, has been elected president of the Texas Association of Junior Colleges.

## Reports and Discussion

### READING FOR PLEASURE IN FOREIGN LANGUAGES\*

The methods to be employed in the teaching of any subject depend very much on whether it is considered as terminal or preparatory to further work in the same and related fields. This is a particularly important consideration in the teaching of foreign languages at the junior college level.

It has been found that only about fifty per cent of the graduates of Christian College continue their formal education in higher institutions. Of these only a very small number continue their study of languages beyond the ten-hour requirement already satisfied in the junior college. For this reason the courses in modern languages must be considered as primarily terminal, and the objectives to be attained formulated accordingly.

In ten college hours it is impossible to achieve a fluent speaking and writing knowledge of any language. But it is entirely possible to develop a facility in reading the language that ought to remain with the student for life. Of course grammar, composition, and pronunciation should not be neglected, but the main emphasis should be placed on a good reading knowledge.

With a view to encouraging natural and pleasant reading habits a free reading period has been introduced into the second semester of the Spanish and German classes at Christian College. It has aroused such enthusiasm among the students that it will be continued as a permanent part of the course.

A carefully selected collection of

about fifty books in each language is placed on tables in the classroom. It consists of attractive readers, short plays, poetry, and travel books, somewhat simpler than the material used in class. The students spend one hour a week in free reading of these books. They are advised as to the books most likely to interest them, but are left free to choose as they wish. They are told that they will not be tested in any way on what they read, and that they should read for pleasure, without looking up the meanings of nonessential words.

Regular class time is used for the reading. However, the students are assigned written work to hand in on these days, in order that they keep up the regular amount of outside preparation.

Since the students are told in advance that they will not be tested on their reading, the results cannot be measured objectively, but the attitude and interest of the students is impressive. They come in and select their books and read with absorbed interest until the bell rings. An occasional laugh shows that some student has reached the climax of a funny story. Sometimes she has to share the joke with her neighbor. The students report that to their surprise they suddenly find that they can read the foreign language without translating it mentally into English, and that they can really enjoy the content of the stories in a natural way when they know that no examination is to follow.

Some students read as much as two hundred and fifty pages in the twelve hours. One student who chose to read a Spanish commercial reader instead of fiction secured a position as Spanish correspondent for a business firm after only ten hours of Spanish.

\* By Mary S. Meyer, instructor in modern languages, Christian College, Columbia, Missouri.

## MICHIGAN ASSOCIATION

The spring meeting of the Michigan Association of Junior Colleges was held at Highland Park Junior College, May 5 and 6. J. H. McKenzie, Dean of Port Huron Junior College, was elected president of the Association to succeed John Paul Jones, who had resigned.

Professor George E. Carothers, of the University of Michigan, chairman of the subcommittee on junior colleges of the University Committee on Relations with Institutions of Higher Education, was asked to lead a discussion of the question of the relations of the university to the junior college. Dr. Carothers explained that the purpose of the committees was not to accredit junior colleges, but to co-operate in studying the common problems. A discussion of junior college standards followed. The standards recommended by the American Association of Junior Colleges, and also a statement of the University of Illinois, were used as a basis for the discussion.

President Andrews gave a report of the meeting of the American Association of Junior Colleges at Richmond, Virginia.

Dean Shattuck led a discussion on the Junior College Library. He quoted from a report on this topic the suggestions that about four per cent of operating expenses should be spent on the library and that ten copies should be the limit for duplicate volumes.

Dean Altenburg reported on the results of an inquiry he had made among the Michigan junior colleges as to methods used in recruiting students. He distributed a typewritten summary of the procedure at each college, as follows:

## JACKSON

*Resident*

1. Informally co-operates with high school in guidance, supplying it with catalogues, keeping it informed of junior college activities.
2. Dean addresses high-school seniors on junior college advantages.

3. Dean promotes junior college idea in speeches at clubs.

*Nonresident*

1. Catalogues mailed to every high school in the county, and speeches made by the dean in several.

## PORT HURON

*Resident*

1. Congratulatory letter sent to each graduate of local high schools—a catalogue by request.
2. Newspaper publicity—large display advertisements in September; a second-year student employed by paper as reporter.
3. Active alumni association interests students.

*Nonresident*

1. Men's glee club and orchestra present programs at P.T.A.'s within a fifty-mile radius. Short talk by dean on junior college.
2. Three-act play taken annually to a neighboring town.

## MUSKEGON

*Resident and Nonresident*

1. Bulletin and congratulatory letter sent to each prospective graduate in local and neighboring high schools.
2. Freshmen sponsor a spring frolic and invite prospective graduates.
3. Near the close of the term, the director visits near-by high schools, a student group presents a short program, and a talk is given.
4. Letter men's club tries to interest young men athletically inclined, but these efforts are only supplementary.

## BAY CITY

*Resident*

1. Local talks at P.T.A., luncheon clubs, etc.
2. Page of advertising in high-school annual.
3. Announcements in local paper.
4. Announcements in high-school assembly.
5. High-school instructors discuss junior college offerings in their classes.
6. High-school student advisers and grade principals send students to dean for advice.

*Nonresident*

1. Catalogues mailed to high-school graduates (public and parochial) not only

locally, but in Saginaw, Midland, and smaller towns mainly north of Bay City.

2. Superintendent gives talks at neighboring towns which are helpful.

## GRAND RAPIDS

### Resident

1. Junior college catalogues and publicity book sent to graduates of high schools of Grand Rapids.
2. President of junior college speaks before graduating classes in Grand Rapids and often goes back a second time for individual conferences.
3. Various groups from the high schools of the city are invited to visit the junior college.
4. Banquets given groups by different departments of the college.

### Nonresident

1. Glee clubs and orchestra members give entertainments in surrounding towns.

## FLINT

### Resident

1. Visitation programs in schools of community—entertainment and guidance.
2. Questionnaire report from seniors as to college preference—individual work on these students.
3. Direct-mail contact with parents of these students—letter with high-school reports.
4. Girls give a tea to senior girls of high school.
5. Attempt to keep before high-school student body through school paper.
6. Considerable is done during summer months to encourage students to come to junior college through contacts with them.

## HIGHLAND PARK

### Resident

1. Dean addresses high-school graduating classes.
2. Dean makes addresses at luncheon clubs and other civic organizations.
3. Junior college musical and speaking talent is sent around to the clubs and churches.
4. Catalogues are sent to prospective students by request.
5. The Y.W.C.A. sponsors a tea for senior girls who are prospective junior college students.
6. No athletic recruiting.

On motion of Dean Shattuck the fol-

lowing resolution was adopted unanimously:

WHEREAS, There seems to be considerable misinformation regarding the effect of the Eighteenth Amendment upon the morals of high-school and college students, and

WHEREAS, There seems to be an attempt to magnify such effect, without full knowledge of the facts,

*Be it hereby resolved*, That we protest the spreading of statements based upon misinformation, and affirm our faith in the integrity and general wholesomeness of our youth and believe that the only cure for our present situation is more strict enforcement of the Eighteenth Amendment and the laws pertaining thereto.

It was decided to hold a general meeting in the fall, the meeting to be held at Port Huron at the time of the second district meeting of the Michigan Education Association.

GEORGE E. BUTTERFIELD  
*Secretary*

## SPEECH EDUCATION\*

The first duty of the teacher of speech is to realize that the aim of speech training is the conception and effective use of speech as a means of communication, as vehicles for ideas. He must realize that the aim of all speech teaching is to improve the powers of expression through speech and action for communicating ideas and emotions. In other words, the first and foremost responsibility of the teacher is to present his subject as a tool; as a means to an end, and not an end in itself.

The junior college has been defined as the "first publicly organized attempt to meet the needs of the non-

\* Extracts from a paper on "The Responsibility of the Junior College Teacher of Speech," by J. Richard Bietry, presented at the Junior College Section of the National Association of Teachers of Speech at their Chicago convention last year.

academic high school graduate." If this is a true definition, then the responsibility of the junior college speech teacher is far greater than that of the speech teacher in any other form of higher educational institution. We hear a great deal about the certificate and the semi-professional students. The certificate student is going on; another educational institution will have an opportunity to help him if his powers of expression are defective, but the junior college marks the close of the period of education for the semiprofessional student. If he is allowed to leave the institution without having developed clearness and correctness of oral expression to the point of the maximum skill of which he is capable, then he is going into the world handicapped and as much a misfit as though he had not been given the benefit of the semiprofessional training.

The greatest concern of the teacher of speech should be his responsibility to the semiprofessional student, the non-academically minded student. At this point the conception of speech as a tool, as a means to an end, must be forever in the mind of the teacher. It is inconceivable to the writer that public speaking or dramatics should be offered in the first semester of the junior college. There should be a first-semester offering but it should be in Fundamentals of Speech and rigidly prerequisite to all later work. And what an opportunity is presented for a clinic, for corrective work, and for other new developments in the field of speech education.

Likewise it is hard for the writer to understand how there can be a semi-professional curriculum developing from the offerings of a speech department. The department must be a service department; its greatest value lies not in making semiprofessional offerings of its own but in contributing to the efficiency of the other semiprofessional curricula by improving the ex-

pressional powers of the individual in the classroom and clinic. There is little room left for the ballyhoo of public performances. There can be dramatics, there can be debating, oratory, extemporaneous speaking, or what you will, but these must be incidental to the improvement of the expressional powers of the individual and must never be an end in themselves.

When we have demonstrated that our subjects improve the expressional powers of the students in their everyday communication, then we can go before the administrators and reasonably urge that speech training should not only be available but should be compulsory for every junior college student. In approaching that goal we must work for more classroom teaching and fewer publicity-seeking contests; more clinics and fewer public performances; more stress on the fundamentals of communicative speech and less on stage craft, play directing, and make-up.

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#### TESTS FOR JUNIOR COLLEGES

The Co-operative Test Service, organized under the auspices of the American Council on Education, announces an unusually extensive group of carefully standardized tests which are available for junior college use throughout the country. Colleges may inaugurate the use of these tests with the assurance that a new comparable form of each will be made available each year about April 15. The offices of the Service are at 437 West 59th Street, New York City. Tests are available in English, French, German, Spanish, Latin, solid geometry, trigonometry, physics, history, biology, chemistry, zoölogy, and botany. Tests for other college subjects are in preparation.



## Judging the New Books

Edited by John C. Almack, Stanford University

LEONARD V. KOOS AND GRAYSON N. KEFAUVER. *Guidance in Secondary Schools*. Macmillan Company, New York. 1932. 640 pages.

This text is excellently organized. The four parts of the book contain a discussion of present practices as they relate to (1) informing the student concerning educational and vocational opportunities, (2) securing information concerning the student, (3) guiding the individual student, and (4) organizing guidance service. The core of the book is based upon the guidance practices of 336 presumably representative high schools and 52 junior colleges.

The guidance philosophy of the authors is well matured. They have profited from such careful thinking as is evidenced in Proctor's *Educational and Vocational Guidance* and Jones's *Principles of Guidance* but have advanced somewhat beyond these authors. The concepts of guidance generally are clarified while a particularly valuable section, "Delimiting the Scope of Guidance," presents a bit of thinking that should have been done long ago.

Many of the readers of this *Journal* will be disappointed that the authors have seemed not to have clarified their thinking upon the function of the junior college as much as they have upon the functions of guidance. Although they posit the junior college as a secondary school their treatment of

its practices is hardly consistent with this concept. Throughout the book the various types of high schools, junior, senior, four-year, and six-year, are treated as secondary units of the same general class while the junior college is given separate consideration in separate chapters added to each division of the book. Although the authors state that the junior college is a secondary institution, there is constant evidence throughout the book that they consider it a collegiate institution of indeterminate rank. In a number of places the junior college is clearly treated as an institution of collegiate grade although the authors classify it as a secondary institution.

There is no reason why the junior high school on the lower end of the secondary period should not have been given the same separate consideration accorded the junior college on the upper end, if the eight-year secondary period is to be given logical consideration. On the other hand, the reviewer can see no reason why the guidance practices of the junior college should not have been treated in connection with those of the various types of high schools. Comparisons between frequency of practices in junior colleges and in various types of high schools would thereby have been greatly facilitated.

On the whole, this study indicates that the junior college compares quite favorably with senior high schools in frequency of guid-

ance practices. Fifty-four per cent of the junior colleges offer orientation courses as compared with 30 per cent of senior colleges and universities (Fitts and Swift study). Sixty-nine per cent of the junior colleges have vocational literature in the library with a wide spread of other agencies utilized to give vocational information to students. There is not, however, as much measurement of the individual student's capacities as is found in the high schools.

In a text based upon hundreds of research studies a summary section for each chapter is very much missed, as is a combined bibliography under topical heads at the end of the book. The 527 footnoted references in addition to the 404 reading references give the reader the impression that the book is crowded. On the other hand, the questions and problems at the end of each chapter are valid problems and are not merely added baggage; the treatment of research studies is critical and is not simply inclusive; the logical organization of the book and its clear style, its 67 tables and 57 graphs, make the content easy to read and to understand. Several new emphases are given, such as that on "Information through Publications" and a very complete and much-needed treatment of the course on occupations. Without question this book will be a standard text for some years in American colleges and universities. Chapter 13, "Preliminary Considerations to Counseling," should be read at least once a year by every high-school and college counselor.

C. GILBERT WRENN

STANFORD UNIVERSITY

ERMINE STONE. *The Junior College Library* (Introduction by Walter Crosby Eells). American Library Association, Chicago. 1932. 98 pages.

The library is rapidly assuming a more dominant position in education. From the primary grades to the graduate school, instruction is centering more and more around the library and its service. A nation that spends sixty-nine million dollars a year on libraries and increases their patrons by a million each year must, of necessity, be interested in their administration and their problems.

Since 1915, when the National Education Association first recognized the school library, it has claimed an increasing share of the school administrator's attention and his budget. Each segment of the school must have library facilities adequate to its needs, and, for the new junior college, this becomes a large order. Confronted by new expenditures for salaries, buildings, and equipment, the junior college finds it difficult to provide funds with which to establish a library, adequate from its beginning to compete with older collections. For this inadequacy it is scolded by its friends and criticized by its enemies.

Standards for junior colleges, set up by the various accrediting agencies, recognize the importance of the library, but have failed to devise a satisfactory criterion by which to measure its efficiency. Number of volumes, percentage of budget, and expenditure per student all prove to be insufficient measures of library service. A better understanding of the library—its problems, its

possibilities, and its limitations—is necessary.

*The Junior College Library* by Ermine Stone will help school administrators clarify their library thinking and planning. In this excellent little manual of less than one hundred pages the author has combined a happy mixture of theory and practice concerning library administration and its function in the junior college. Written primarily for librarians, it will be of even greater help to the administrator, and should be read by every member of the junior college faculty.

Its pages reflect the modern trends revealed in the recent literature dealing with library policies and problems. The author first describes a dozen outstanding junior college libraries, pointing out their unique services and problems. Then in sixteen sections she analyzes such aspects of library management as functions, organization, control, buildings, classification, book-lists, staff duties, and publicity. For each problem she outlines procedures that are practical and conform to correct principles of organization and administration.

One is surprised to find such a complete treatment in so small a book. The librarian can find specific help in many phases of her work, including such topics as budgeting funds, book selection and ordering, student help, hours of opening, reserve books, duplicate copies, and alumni education. In fact, the only omission from the list seems to be the question of library furniture and fixtures.

If one were inclined to criticize the book, it would be its implications rather than its content, and implications are more difficult to

appraise. The author implies that the problems included here are peculiar to junior college libraries, whereas, it would seem from her own treatment that most of them are common to senior high schools and small four-year colleges. Surely there are more problems in common than unique.

By implication, too, she seems to disparage all high-school libraries and credit good library practice to college initiative. Is it not possible that other segments of the school are contributing their share to the modern trend? She says, "The junior college has probably inherited from the high school its usual location on the second floor, although this location is not always ideal" (p. 27). Why ascribe this trait to the high school, whose oldest library is only seven years older than the junior college, whereas the second-floor location has persisted since the fifteenth century?

Another implication common to most writers on the junior college assumes that the junior college student comes from an impoverished high-school library and is preparing to enter a superior university library. Would not a 90-degree shift in viewpoint once in a while be healthy?

W. L. IVERSEN

STANFORD UNIVERSITY

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The public—parents and students in particular—should be made fully cognizant of the fact that general education, liberal and social in its main intent, really completes its school provisions at the end of the junior college.—*Carnegie Report on State Higher Education in California*.

## Bibliography on Junior Colleges

**INTRODUCTORY NOTE.**—This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. In Volume I of the *Junior College Journal* 284 additional titles were printed and annotated (Nos. 1601–1884). Similarly Volume II contained 299 titles (Nos. 1885–2183). A complete topical index is found in the original Bulletin. Both author and subject indices for each year's entries may be found in the June issue of the *Journal* each year. It is intended to make this Bibliography a complete reference list to all published material dealing with the junior college movement in any of its phases. Unpublished dissertations are also included. Assistance of authors, especially of publications not found in the common educational journals, is asked in securing the desired completeness.

2184. NEW JERSEY, STATE OF, *Third Annual Report of the New Jersey State Board of Regents*, Trenton, New Jersey, 1932, 106 pages.

Contains an important appendix which includes studies made by Dr. Albert B. Meredith, Educational Adviser, dealing with a program to meet the needs for public higher education on the junior college level, possible geographical locations of junior colleges in New Jersey, establishment and support of junior colleges, and conclusions regarding a state junior college policy.

2185. PALMER, ARCHIE M., "Educating the Educators—In-Service Training Opportunities for College Teachers," *Journal of Educational Sociology* (March 1932), V, 417–23.

Includes data on courses on the junior college given in American universities.

2186. RICE, FRONDE (editor), *The Sororian 1930*, Anderson, South Carolina, 1930, 116 pages (illustrated).

College annual published by the senior class of Anderson College, South Carolina. Organized on a nautical motif.

2187. SCHOOL EXECUTIVES MAGAZINE, "The Junior College," *School Executives Magazine* (March 1932), LI, 313.

Editorial comment upon the rapid growth of the junior college, based upon data in the 1932 *Directory of Junior Colleges*.

2188. SCHOOL REVIEW, "Splitting the Four-Year College," *School Review* (February 1932), XL, 92–96.

Extracts from and comments upon a series of articles in the *Christian Sci-*

*ence Monitor* by President E. H. Wilkins, of Oberlin College, on "Current Trends in College Education." Contains considerable material with junior college bearings.

2189. TYLER, R. W., "A College English Test," *Journal of Higher Education* (March 1932), III, 155–56.

Review of the *Stanford Test in English for Junior Colleges*.

2190. WOOD, JAMES M., "Meeting Modern Needs with Well-Planned Junior Colleges," *The American School and University*, Fourth Annual Edition, 1931–32, New York, pp. 49–54, 7 illustrations.

Contains detailed descriptions of the plants of Stephens College (Missouri) and Sacramento Junior College (California), the latter furnished by J. B. Lillard.

2191. ZOOK, GEORGE F., "Relative Merits of the 6-4-4 Organization," *Bulletin of the Department of Secondary School Principals*, March 1932, No. 40, pp. 231–44.

Paper presented at the Washington meeting of the Department of Secondary School Principals of the National Education Association, February 1932.

2192. ASSOCIATED STUDENTS, *Who's Who and What's What*, San Bernardino, California, 1932, 137 pages.

"A record of the persons, events, and organization of the San Bernardino Valley Union Junior College for the year 1931–32, arranged alphabetically and profusely illustrated." The alphabetical arrangement of the entire contents, dictionary style, is a unique feature of this annual.

2193. BACKUS, JEAN LOUISE (editor), *First the Blade*, Pasadena Junior College, Pasadena, California, 1932, 94 pages.

Volume five of the California Intercollegiate Anthology of Verse. Contains seventy-six selections from students in twenty-seven California colleges, including thirty-one selections from fourteen junior colleges.

2194. BRYAN, EARL C., "Speech Training in Texas Colleges," *Quarterly Journal of Speech* (April 1932), XVIII, 261-69.

Includes information from several state and private junior colleges.

2195. CLARK, D. E., *Homogeneity, Grades V-XIV*, Ventura, California, 1932, 16 pages (mimeographed).

Research Bulletin No. 14 of the Ventura Union High School District. A statistical study of the intra- and inter-grade divergences as a measure of successive physiological and mental grade homogeneity in the Ventura Junior College.

2196. CLEMENT, JOHN A., and SMITH, VIVIAN T., "Public Junior College Legislation in the United States," *University of Illinois Bulletin*, Bureau of Educational Research, No. 61, Urbana, Illinois, 61 pages.

To be reviewed in a later issue of *Junior College Journal*.

2197. COWLEY, W. H., *The Personnel Bibliographical Index*, Ohio State University, Columbus, Ohio, 1932, 433 pages.

An unusually carefully selected indexed and annotated bibliography of 2183 publications of greatest significance in the college and university field. A very valuable tool for the investigator and for the administrator interested in student personnel problems. Includes 26 specific references to junior college studies.

2198. EATON, THEODORE H., *College Training*, Wiley and Sons, New York, 1932, 264 pages.

This book is not a handbook of teachers' devices, but is devoted to the meaning of college teaching which resides in the teaching process itself, rather than that which is derived from consideration of relative values in the ends sought by college teachers. It is directed to the college teacher as a scholar of superior intellectual capacity

and interest, who is both able and willing to make a serious study of his function as a teacher and to whom teaching means more than the "tricks of the trade." So far as a philosophy appears in the book it is a philosophy of college teaching rather than a philosophy of higher education. Contains many suggestions of value to junior college instructors.

2199. EDMONSON, JAMES B.; ROEMER, JOSEPH; and BACON, FRANCIS L., *Secondary-School Administration*, Macmillan Company, New York, 1931, 483 pages.

Considers secondary education from junior high school through junior college, with special emphasis on articulation procedures.

2200. EDUCATIONAL RECORD, "Accredited Higher Institutions," *Educational Record* (April 1932), XIII, 141-49.

Includes list of 94 junior colleges.

2201. EELLS, WALTER CROSBY, "Report of the Committee on Semi-Professional Courses," *California Quarterly of Secondary Education* (June 1932), VII, 399-400.

Reviews development of semi-professional courses in California junior colleges in 1931-32. Includes bibliography of 30 titles.

2202. EELLS, WALTER CROSBY, *Salary and Cost Study of Fresno Schools*, Fresno, California, 1932, 192 pages.

Includes discussion of effect of elimination of junior college department in the city of Fresno. Recommends against it (pp. 159-60).

2203. EELLS, WALTER CROSBY, "The Integration of Junior College Curricula with College or University Curricula," *California Quarterly of Secondary Education* (June 1932), VII, 394-95.

Summary of progress in California, especially at Stanford University and the University of California.

2204. EELLS, WALTER CROSBY, and FOX, CLEMENT S., "Sex Differences in Mathematical Achievement of Junior College Students," *Journal of Educational Psychology* (May 1932), XXIII, 381-86.

Summary of unpublished Master's thesis at Stanford University. See No. 1682.



2205. ENGLISH JOURNAL, "Study Training in the Junior College," *English Journal* (June 1932), XXI, 504.

Abstract of article by G. A. Andrews in *Junior College Journal*, April 1932.

2206. ESTHERLY, VIRGINIA JUDY, "The Junior College: A Solution," *1931 Yearbook of the National Association of Deans of Women*, 1931, 115-25.

For annotation see No. 2052, January 1932.

2207. GRACE, ALONZO G., "Choosing an Organization Plan," *Nation's Schools* (May 1932), IX, 29-32.

Gives ten advantages and six disadvantages of "The Junior College Plan."

2208. GRAY, WILLIAM S., "The Reorganization at the Junior College Level in the University of Chicago," *Bulletin of the Bureau of School Service*, University of Kentucky, Lexington, Kentucky, IV, 46-48 (December 1931).

Abstract of address given at the eighth annual Educational Conference at the University of Kentucky, October 1931.

2209. HALE, WYATT WALKER, "Assimilation, Success, and Attitude of Junior College Graduates in Higher Institutions," Stanford University, California, 1932, 255 pages, 81 tables, 104 figures (mimeographed).

Dissertation for the degree of Doctor of Education at Stanford University. Portion of National Survey of Secondary Education. An extensive study based upon detailed study of records and individual questionnaires covering over 2,500 graduates of 107 junior colleges from 1926 to 1929 who continued their education in over 300 American colleges and universities. For partial summaries see *Junior College Journal* (February 1931), I, 255-61; and (May 1932), II, 464-70.

2210. HALLOCK, LESLIE ALGER, "Causes of Failure in the Junior College of the University of Chicago," Chicago, Illinois, 1931, 86 pages, 20 tables, 4 figures, bibliography of 24 titles.

Unpublished Master's thesis at the University of Chicago. Based upon study of records of 437 students. Over 80 per cent failed because of poor attitude, lack of ability, inadequate prepa-

ration, study difficulties, and necessity for giving too much time to remunerative employment.

2211. HANCOCK, J. LEONARD, "Shall the Sky Be the Limit?" *Journal of Higher Education* (June 1932), III, 294-96.

Unfavorable comment upon action of the North Central Association in removing class-size limitations in statement of accrediting conditions. Considers especially the probable effect upon Crane Junior College. See also answer by G. F. Zook, No. 2250.

2212. HANCOCK, J. LEONARD, "After Reading the Statement of Mr. Zook," *Journal of Higher Education* (June 1932), III, 298, 342.

Reply to article by G. F. Zook in same issue. See No. 2250.

2213. HOFFMAN, RICHARD J. (editor), *Junior Campus*, Los Angeles Junior College, Los Angeles, 1932, 324 pages.

Volume three of the yearbook of Los Angeles Junior College. Profusely illustrated with rotogravures and full-page color photographs. Uses "El Camino Real" as a theme, with colored division pages.

2214. JOYAL, ARNOLD EDWARD, "Factors Relating to the Establishment and Maintenance of Junior Colleges, with Special Reference to California," *University of California Publications in Education*, Vol. 6, No. 6, pp. 359-453. 1932.

Published form of the author's Doctoral dissertation. For summary of contents see *Junior College Journal* (December 1931), II, 169-70.

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Unpublished Master's thesis at Stanford University. An analysis of the racial, social, and economic background, of the educational ability and qualifications, and of the occupational intentions of 1,092 California junior college students whose homes are on farms. No evidence found that the best farm boys are migrating to the cities. "The need for vocational guidance for this group is acute, but such guidance as they receive is apt to be that given the city boy instead of that which best fits the farm boy."

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